

SECRETARIAL NOTES  
*for the*  
THIRTEENTH  
ANNUAL CONFERENCE  
OF THE NATIONAL ASSOCIATION OF  
DEANS AND ADVISERS OF MEN



HELD AT  
GATLINBURG, TENNESSEE  
April 16, 17, 18, 1931

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# Thirteenth Annual Conference of the Association of Deans and Advisers of Men

*Held at*  
Gatlinburg, Tennessee  
April 16, 17, 18, 1931

## FIRST SESSION

The conference was called to order by President W. L. Sanders, of Ohio Wesleyan University.

Dean Floyd Field offered the invocation.

Dr. H. A. Morgan, President of the University of Tennessee, was introduced to the conference by the Vice President, Dean F. M. Massey.

## Address of Welcome

Dr. H. A. Morgan, President University of Tennessee

There are comparatively few philologists in the world and yet the interest of the average man in the origin of words is almost universal. Dictionaries—the layman's chief reference source—usually give the derivation of a word and then illustrate its meaning in a sentence. Seldom do we learn the reason for its origin.

In accepting Mr. Massey's invitation to give you a word of welcome the thought occurred to me—how did the terms president and dean come into existence anyway. I did not take the time to look up the derivation of president. I took it for granted that I knew all I wanted to know as to what the title signifies in a public institution like The University of Tennessee. The major part of the time it seems to me it means doing what the deans tell me to do.

I was interested in discovering whether the business of dean called for more activity than that which characterizes Dean Massey's twenty-four hour a day round. According to my reference findings, the term is applied to the oldest member of a corporation. In point of years that is certainly true of our own Dean of Men. Another definition read that a dean was the "chief of ten" or one set over ten persons. I know that this group would be delighted if that were our modern interpretation of the job. A third explanation was that a dean is an ecclesiastical dignitary. I am not satisfied that this classification refers to present day college deans. Then, too, as is the case in Oxford and Cambridge, a dean is an officer appointed to superintend religious chapel services. This, I concluded is partly true. Still other definitions set deans apart as heads, secretaries and even registrars of special faculties.



The particular reference source which I consulted was lacking in information if not wholly silent on the origin, conduct and function of deans of men. One thing, however, I believe we can accept without further search and that is—you are a modern product.

The proceedings of this Association are always of great interest to member institutions.

Deans of Men have had the task of correcting errors of administration which in the past have grown out of a serious lack of institutional objectives. You came into action at a most opportune time even if your position grew out of necessity.

The institutions you serve realize the distinct contribution you have made to their welfare and to educational progress. They are glad to pay tribute to what has already been accomplished and to welcome your seasoned experience in the solution of the administrative problems now upon the horizon and those which the future is certain to present.

Tradition has played its part in the evolution of educational plans the same as in other basic enterprises of human progress. The fore-runners or ancestors of the institutions which you represent today quite naturally were set up under restricted experience and hence without very well defined objectives. Training for law, the ministry or medicine, the original reasons for educational organization, emphasized in a peculiar way the individual. The interest of the individual has more or less charted the course of education and influenced the estimate of values in institutional programs and organization.

Systems of education came into being with the demand for a wider range of educational opportunity—but that major interest in the individual still persisted. Parents sent their children into the units of the educational system for the personal benefits to be derived rather than for the service they were to render. Higher institutions naturally were looked upon as offering additional opportunities for self promotion and gave additional emphasis to the individual as the main factor of consideration. Initial public support increased the facilities and in consequence the interest in elementary, secondary and collegiate training. The problems of the individual became more and more pressing particularly in the collegiate unit. Faculties and executives thought they saw some solution in the appointment of deans of colleges, but the increase in students and multiplication of subjects due to inquiry and research developed new problems if the individual were to remain the primary objective. Out of this situation the positions of the Deans of Men and Women were authorized. These positions not clearly defined in the authorization creating them have clarified the institutional fog and in the judgment of many have brought into the field of education of the future a new objective quite as vital as that of the individual.

Here we are today, members of the first generation of Deans of Men, in conference seeking counsel and advice on problems, the natural

outcome of a nevolving system of education in which in the past the individual's interest predominated and which in the future must divide honors and interest with commonwealth interest.

The individual cannot be overlooked. He is the medium by which commonwealth resource is to be discovered, conserved and made to serve the generations of the future. His powers of soul and intellect must be given every opportunity of development and expression. Yet we may logically ask if it is worth while to continue to organize elaborate educational machinery if the individual does not seek these facilities to enable him to make his contribution to the accomplishment of a satisfied civilization rather than the exploitation of resources for self interest and advancement.

Systems and institutions have created a new and progressive problem, that of committing education to commonwealth resources and enterprises through intelligently trained individuals. Our present economic, social and political difficulties may evidence some of the results of self interest education. Commonwealths continue to be the homes of succeeding generations. Civilization is a heavy loser when the emphasis is on the transient individual. Civilization gains when each generation sacrifices in the interest of succeeding ones.

Does not the commonwealth objective bring us to the point of reassessing our educational organization and program? If the individual can be led throughout his elementary, secondary and college existence to achieve that he may contribute, there is a wonderfully constructive service just ahead for deans of men especially if the relation to the student which you now occupy is to continue. The student will welcome his new responsibility and at least some of the problems which now confound both student and dean will never appear. The excessive emphasis on the individuals for all these educational generations have presented deans of men with these major problems.

Since so large a percentage of our people enter into citizenship or graduate into life out of the elementary and high schools are we not justified as we reassess our educational objectives and evaluate our obligations in assuming that elementary and high school training should more completely promote environmental resources—economic, social and spiritual? Without the last there can be no perpetual incentive to make better the communities for the succeeding generation.

Accepting this as an important function of the elementary and secondary units the relation of the higher institutions to the other parts of the system and to the activities of the commonwealth becomes evident and better defined.

The principal activities of an average commonwealth are education, citizenship, health and homes to which the entire population contributes. In Tennessee agriculture, industry, commerce and the professions follow in order according to the percentage of population involved. What is true of Tennessee is more or less true of the states from which you

come. In formulating a program of education with the commonwealth objective in mind these interests should be given major consideration by higher institutions. Many state universities are now organized into colleges for the promotion of these activities and whether they realize it or not public demand has been largely responsible for the change.

During transitions of any nature there is always danger of the pendulum swinging too far in the opposite direction. The necessity of offering a greater diversity of educational opportunity, at least to accommodate the diversity of commonwealth resource and the variations of human intellect will bring all kinds of complications in connection with vocational education. Both students and public will insist upon the practical aspects of education at the expense of the fundamentals so necessary to adequate interpretation. Here is where the position of the dean of men can be of great assistance.

In translating institutional objectives to both faculty and students no one in a modern college organization can take your place. It is in appreciation of the service you are rendering in the program of national education that I am delighted to have a place upon your program.

On behalf of the Trustees, faculty and student body of The University of Tennessee we extend greetings and a sincere welcome to you. Tennessee has many points of interest. You will not have time to see them all. The Great Smoky Mountains and the Smoky Mountain Park are within walking distance of where you are holding your sessions. I am sure the sublimity of these mountains will add solidity and confidence to your deliberation.

A brief expression of appreciation was made by Dean V. I. Moore of the University of Texas.

The President: At this time, I shall appoint one or two Committees. We will have one Committee to offer Nominations for the officers of next year, and at the same time to work out recommendations for the next place of meeting. I will appoint Dean J. A. Bursley of University of Michigan, Chairman, Dean H. E. Lobdell of Massachusetts Institute of Technology, Dean George B. Culver of Leland Stanford on this Committee, and Dean A. K. Heckel, of University of Missouri, will present the resolutions we usually prepare for the Minutes.

Unfortunately, Dean E. K. Smiley, of the University of North Dakota, writes me that he cannot be here; he wrote me he had sent his paper.

## Budgets for Deans of Men

Dean E. K. Smiley, University of North Dakota

A few years ago the writer was called upon to send an urgent appeal to various members of this Association for information with which to confront the budget committee of an economical State Legislature. The response, which was so promptly forthcoming, proved so valuable that there seemed to be considerable likelihood that a compilation of actual budgets operative during a given academic year might be useful to several members of the Association, as well as to presidents and controllers. No attempt is here made to set up a desirable scale of salaries or expenses. The scope of this inquiry is confined to actual practices during the academic year, 1930-31.

To assemble the desired information, a questionnaire was sent to the members of the National Association of Deans and Advisors of Men, and to members of the Eastern and Western Associations. From the generous responses to this general inquiry, it becomes evident that interest in the question of an office budget is rather more real than academic. Unfortunately, the assignment of funds in various institutions varies so widely that it is impossible to tabulate the information from more than fifty-one institutions and the number which could be included in a series of graphs is only forty-eight.

The questionnaire was designed to cover four general items: 1. the male enrollment; 2. salary and division of time of the dean of men; 3. salary and division of time of assistant deans; 4. items of expense. The male enrollment was requested in order that institutions might be grouped according to size in an attempt to determine whether any constant figure indicated the per capita cost of personnel work performed by deans of men. An examination of the graphs will reveal the extent of the range which prohibits determining an accurate constant for that purpose.

A general survey of the forty-eight institutions was made and salaries tabulated. The resultant picture is appreciated more readily upon an examination of the chart entitled "total salaries paid to forty-eight deans of men." It will be observed that the individual salaries are scattered over a considerable portion of the graph. The median salary, \$4820, is only slightly higher than the figures quoted in the Survey of Land Grant Colleges and Universities (Bulletin No. 9, 1930, Office of Education), in which salaries were stated to range from \$1200 to \$8000, with the median at \$4500. The median enrollment of the forty-eight institutions examined was 1600. It appears that in "median university," the per capita cost of the annual salary of the deans of men is \$3.04.

In view of the considerable number of deans of men who performed various functions aside from those generally assigned to deans of men, it seemed worth while to distribute in graphical arrangement the

amount of salaries of deans and assistant deans charged against the office of dean of men for the time assigned to the office. For example, if the salary of a given dean is \$6000 and he devotes one-half time to the office of dean of men and one-half time to teaching, this second chart will credit his office with \$3000. If the same institution employs an assistant dean at \$2000 and he spends one-half time in the office of dean of men, the total charge in that institution will be taken as \$4000. On the basis of this distribution, the individual dots on that graph become even more scattered than in the preceeding chart. The amount of salaries charged against the work of the office of dean of men ranges from \$850 to \$16,100, with the median at \$4310. As indicated on the charts, in "median university" the per capita cost of deans' and assistant deans' time spent in the office is \$2.69. It should be observed that this figure is based on an arbitrary division of salary, which in many institutions does not at all represent the actual proportion of work or responsibility devoted to the office. In fact, there is considerable reason to believe that this figure is based upon expediency dictated by bookkeeping considerations.

A third graph was prepared to indicate the distribution of total budgets assigned to deans of men. This total budget includes all salaries and such miscellaneous items as printing, postage, telephone and telegraph, social budgets, etc. Here the variety is such as to beggar description. In view of the heterogeneous functions assigned to the various deans of men, it is inevitable that the cost of performing these functions should vary accordingly. High and low extremes seem to have no place in this discussion. Because of individual circumstances surrounding individual institutions, the median figures should be regarded only as the result of highly cavalier statistical procedure. The median budget for the forty-eight institutions is \$7280 for a median enrollment of 1600 men. The per capita cost of the office of dean of men in the mythical "median university" is \$4.55. Since the per capita cost of deans' and assistant deans' salaries assigned to the office is \$2.69, it appears that all other costs amount to \$1.86 per capita in "median university."

Since there must be wide differences in the work among institutions of different sizes, a further examination was made, in which institutions were separated into three groups: 1. institutions of less than 1000 male students; 2. institutions of 1000 to 3000 male students; 3. institutions of more than 3000 male students.

In the first, it was found that of eighteen of the smaller institutions, three of the deans devoted full time to the office of dean of men, and that the salaries ranged from a high of \$6000 to a low of \$1200 with the median at \$3925. Four of the eighteen deans devoted less than one-half of their time to the office of dean of men. Four of the eighteen employed part-time assistants above the rank of clerk. It is interesting to note that the part-time assistants were not assigned to the men who were devoting less than one-half time to the office.

In the second group, consisting of twenty institutions, in which the male enrollment was over 1000 and less than 3000, the salaries of the deans ranged as follows. High, \$8500; median, \$4900; low, \$3600. Of the twenty deans in this group, seven devoted full time to the office, none less than half time, and six less than three-quarters time. Six of these deans employed full-time assistant deans, and four had the services of part-time assistants above the rank of clerk.

In the group of larger institutions, in which the male enrollment was above 3000, thirteen institutions paid salaries to the deans as follows: High, \$10,000; median, \$6000; low, \$4000. Of these thirteen deans, eight devoted full time to the dean's office, one less than one-half, and three less than three-quarters. Four of these thirteen institutions employed full-time assistant deans, and seven employed part-time assistants.

Attempts to tabulate the items of expense on the basis of size of the institution produced confusion and chaos. As has already been suggested, the duties which fall upon the dean of men or the functions which are thrust into his office vary so widely that the dean of men in an institution of 5000 male students not infrequently conducts his office on a smaller budget than does the dean in another institution of 900 students.

Attempt to compile information about budgets of deans of men has quickened the writer's appreciation of the comment in the report of the office of education referred to above.

"In marked contrast with the clear-cut enumeration of the duties of the dean of women and definition of her functions, the deans of men are apparently groping to discover just what their justification for existence may be . . . . Here is evident a very masculine sentimentalizing of the work and of the relations with students which vanished from the discussions held by deans of women a score of years ago."

\* \* \*

"However, no person can really permeate a college atmosphere—his only method of reaching students is through establishing contacts whereby individuals come to him, and to do that he must have definite functions and duties, through which he can make his influence felt.

"The duties of the office vary greatly—but—the greater part of the time of the dean of men is given to personal conferences with individual students on scholastic, financial, physical, and emotional problems."

If this association wishes to enhance the stability of the professional status of its members, it would seem that some systematic study should be made of the nature of the functions which can be properly and efficiently be ascribed to the dean of men. Until such general principles are articulated, it seems inevitable that individual members must confront their respective budget boards in "lone wolf" fashion.

The information contained in this modest survey is suggestive of

Dr. Meiklejohn's remark concerning undergraduates, "What the students have to say is always interesting, sometimes important, but never necessarily conclusive."

It is sincerely hoped that the substance of this paper will be construed only as an attempt to articulate the methods and extent of rendering material assistance to Deans of Men. It is in no way designed to cavil or criticize; it is not a crusade for higher monetary rewards nor a polemic in behalf of overworked officers. It is submitted solely for the purpose of revealing current practices in conducting a work which many of us believe to be worth doing well.

### Salaries and Time Charged to Deans of Men Distributed According to Size of Institution

	Below 1000 Men	1000-3000 Men	Above 3000 Men
No. of Institutions	18	20	13
High Salary of Dean	\$6500	\$8500	\$10000
Median Salary of Dean	3925	4900	6000
Low Salary of Dean	1200	3600	4000
Full Time Deans	3	7	8
Less than three-quarters time	11	6	3
Less than one-half time	4	0	1
Institutions employing Full-time Ass't. Deans	0	6	4
Institutions employing Part-time Ass't. Deans	4	4	7

President: We will go to the next item on the program. Dean J. A. Park, of Ohio State University, will present a paper on "Auditing Student Organization Accounts."

Dean Park prefaced his paper with the following story: Steffanson, the Arctic explorer, began his career at the University of North Dakota; at the end of the first semester he had attended class twice; nevertheless, he went to examination, and received a grade of 98. The instructor called him in after the examination and asked him, "Mr. Steffanson, how do you explain this?" and he said, "Professor, I would have got a hundred, but I attended a couple of your lectures, and got a little confused." I hope this paper will not have a similar effect.

### Auditing Student Organization Accounts

Dean J. A. Park, Ohio State University

With extra-curricular organizations increasing in number each year on every campus they are rapidly getting into the class of "big business" so far as their finances are concerned. The colleges have little uniformity of practice in their treatment of student organization finan-

cial affairs, varying as they do from a strict supervision of expenditures with checks countersigned by faculty members to the opposite extreme of complete indifference. Most institutions require some kind of an audit, particularly for those organizations doing a business of some size such as publications, dramatic organizations and other profit-making groups. This audit may be made by an individual or committee assigned by the faculty for the purpose, or, if the size of the student body justifies the expenditure, an individual may be hired chiefly for that purpose. The professional auditor is no longer an experiment but on many campuses has been "on the job" for several years.

I do not propose to enter into the philosophy underlying the establishment of required auditing by the colleges. If the protection afforded student bodies were not sufficient argument for its continuance, the training given organization officers and the financial stability resulting therefrom would justify it. Nor do I propose to enter into the mechanics of such work. We have had at the Ohio State University an Auditor for Student Organizations for eight years. Two-thirds of the cost is borne by the organizations, the University contributing the balance. The procedure for auditing the accounts of all campus organizations, which last year totaled \$144,000, is detailed in a report which is available for any who may be interested. A similar report is published by several institutions represented here.

This brings us to a related question, that of the relationship of Fraternity finances to the institution. Few colleges and fewer national fraternities have chapters which are not at times perilously near disaster. We may go farther and say that a number of chapters are each year forced to suspend operations because of a situation brought about by poor financial policy. Most of the national organizations have attempted to meet the need by installing a uniform accounting system. Where properly supervised from a central office this is of great assistance. The most conspicuously successful job is that done by a fraternity which maintains two traveling secretaries and an executive secretary who are constantly checking up on the local chapters. Few national organizations are so well staffed, and many depend upon volunteer leadership almost entirely.

It is an unusual chapter that has a budget of less than a thousand dollars a month and there are institutions represented here whose combined fraternity budgets will approximate a million dollars a year. Within recent years, particularly in the Middle West, we have seen the rise of a number of companies organized for the purpose of auditing fraternity accounts. Where the personnel is honest and capable they have been having reasonable success. Their services are expensive, but they do present a monthly report of the chapter's condition and in some cases they direct the expenditures to a certain degree. Fraternity and college officials have varying opinions as to their usefulness.

College officials usually commend them in a qualified manner, the



qualification being that this method is satisfactory provided a local alumnus, usually paid, makes it his business to see that the budget is adhered to. Fraternity officials commend them because of the fact that monthly reports are forwarded without pressure and threats from the central office, but in some cases deplore them because of the feeling that they take away the initiative of the chapter officers and to some extent relieve the chapter of responsibility.

The 1928 Interfraternity Conference had among its committees one on Chapter Management and Finances. The report of this committee, after indicating the difficulties incident to changing leadership and personnel which are some of the fraternities greatest handicaps says, "Some, other than fellow chapter members are needed to formulate and enforce policies that affect the members, and only those who handle the problems for a period of years are prepared to meet the ever changing conditions. It would seem therefore that guidance in financial matters should come from without rather than within the chapter. Four sources might be considered:

- a. The college or university.
- b. A full-time resident manager.
- c. A part-time professional supervisor.
- d. The alumni.

a. *The college or university*—The sole business of the college should be education, and in the few institutions where it has assumed even a nominal supervision of fraternity management, the results have not been satisfactory.

b. *A full-time resident manager*—A professional full-time manager would probably show excellent results, in fact it has been worked successfully, but the salary such a man would command would make his employment prohibitive in the average institution.

c. *A part-time professional supervisor*—Part-time professional supervision has been demonstrated in the Middle West as an ideal plan that will operate at a reasonable cost. We heartily recommend it to all chapters that can secure it. (Here follows an outline of the service rendered by the supervisor.)

d. *The alumni*—(Here a plan for organizing the alumni is given. The essential officer is a paid secretary-treasurer and the set up is recommended as being available to most chapters. Another point emphasized is the appointment of the house manager by the alumni group. The committee recommends that he be bonded and that his accounts be audited annually by a C. P. A.)"

An inquiry among fraternity executives and a number of Deans of Men elicited the following typical paragraphs:

(Fr. Exec.) It is my opinion that outside supervision of fraternity finances and management is highly desirable chiefly for the reason that it provides a continuity of management and thereby bridges the gaps

which occur between the constantly changing personnel of the active chapters.

(Dean) I have no faith in the systems which various national fraternities seek to install in their own chapters. The systems may be all right, but the intelligent and efficient cooperation from the chapter which is necessary to make it function properly, is often lacking.

(Fr. Exec.) Inexperienced boys should not be expected to carry on big financial undertakings. Neither should they be left with advice to adopt if they see fit, because there is too much at stake.

(Dean) The ideal system seems to be to have an interested, conscientious man with good accounting training who will endeavor to work with the boys closely, advising them as to handling their affairs, but checking up on their records and keeping their alumni informed. Such a man can advise the boys in keeping their books so that it will not be necessary for him himself to do so. He can also advise and cooperate with them in buying, etc., but need not do the actual buying. He can direct the payment of bills and the handling of creditors, but need not actually do any of this work. The advantage of having the boys actually conduct their own affairs under mature and professional guidance is that it gives them the training and experience they should have, keeps them much better informed regarding actual chapter finances and causes them to take a keener interest in the chapter, which results in their appreciating chapter problems and working more in harmony with the requirements of the chapter. Companies which keep chapter books and take over all details of financial management always charge more than their services are worth and really give less than a trained accountant who will sympathetically cooperate with the chapter when the undergraduates do the actual management.

(Fr. Exec.) I would not want to say this for publication but I doubt if we get a really good active chapter treasurer more often than once in five years in the average chapter. On the other hand we get good treasurers practically every year in a number of chapters.

(Dean) My real hope is that some day universities and colleges that have fraternities and sororities will be wise enough to establish a business adviser as a regular part of the administration of the university so that in addition to a system of "bookkeeping" we may also have something to say in regard to expenditures and collections. Until this is done I see no satisfactory way of handling the present chaotic situation in regard to fraternity finances.

(Fr. Exec.) There is a third type of accounting service which seems much more hopeful to me than the professional type and that is where the college has an accounting and auditing organization. I do not believe the colleges have as yet gone far enough with this. I feel very strongly that a man with the right type of personality, working with the fraternities in a school that has a large number could earn his salary several times over in his assistance to the business organization

of the fraternities and could be of inestimable help in handling certain personnel problems.

It is this last proposal that I should like to hear discussed today. The fact is that we are about to begin such a service at the Ohio State University for approximately one-third of our fraternities (25) with the new school year makes such a discussion particularly timely for us. I advance as my own opinion the thought that as fraternity programs become increasingly ambitious they become increasingly liable to disaster and if the institution has accepted the chapter it has some responsibility for successful operation of the organization. Hitherto most of us have been operating on a "sink or swim" philosophy. If a chapter failed financially the charter was withdrawn and the matter was considered closed. Is not supervision by the institution, welcomed or unwelcomed by the chapter, preferable to that? Fraternities over the country are trying hard, especially in institutions where educational experiments are being carried on, to adjust themselves to changed conditions regarding times of pledging and initiation, shorter periods of residence, increased dormitory capacities and other factors affecting them directly. Some of them, like the fabled chameleon placed on the piece of plaid cloth, will burst with the effort to change color unless they receive assistance from the colleges.

Shall we adopt a policy which may be criticized as paternal or shall we continue to say that the experience gained within the chapter is well worth the cost of an occasional failure?

Dean Park: Just a word or two in regard to some of the material I have here. Many of you have read about the experiment at the University of Montana where the university has gone so far as to have the Chapters present bills which they are unable to collect, and the university then does the collecting. I have here an outline of the Chicago plan where a fraternity may not have an amount of in excess of one thousand dollars in outstanding accounts. The auditing is also done by the university. I want to call attention to an instance brought to my attention where an auditing firm working on a basis of three hundred and fifty dollars a year offered a fraternity treasurer a bribe of seven hundred dollars for that three hundred and fifty dollar job. Fortunately most of them are not working on that sort of basis, they are honest, conscientious men. It is our duty to look carefully as to the moral responsibility of the men who come on our campus. I want you men to consider a policy as to this matter and it will unquestionably be determined, if not here, at some future meeting.

Dean J. H. Julian, University of South Dakota: I happen to represent the business side of the organization. The question that immediately rises in my mind is, if the college or university takes over the business responsibility of the fraternity men, how can it escape the business responsibility of every other student who does not pay his bills?

Dean Edw. G. Eriksen: I think there is a difference—if students

are experienced in handling finances before coming to the university. However, the average student does not have experience in handling finances. What we want to emphasize is the point of having the university help them in handling the problems of the fraternity. Most of them seem to think the university should not interfere with fraternity finances. I think most students look on the fraternity as a place for social life, not as a service enterprise selling sociability and lodging. If the university is going to supervise the student fraternities on the campus, we should, perhaps, get a little more support from members of the local chapter, alumni, and from the national officers.

Dean C. R. Melcher, of Kentucky: We have a committee consisting of the Business Agent of the University, the Superintendent of the Grounds and Buildings, the Dean of the Law School and the Dean of Men to advise with the fraternities and sororities with reference to the leasing of property. Inexperienced students are too apt to sign leases for a long time at an exorbitant rate of rent. The Business Agent is to see that the house is worth the rent asked; the Superintendent of Grounds is to examine the building, to see if it is suitable; the Dean of Law examines the contract; it is the duty of the Dean of Men to see that it is properly located. Reports are required of all social affairs. These reports show the source of the money and how spent. This report is turned over to the Auditing Committee, of which the University Business Agent is Chairman. We do not ask for reports of the expense of running the house, board, or things of that kind. So far our plan has worked satisfactorily in the location of the buildings—

Dean Coulter: What control do you take?

Dean Melcher: I act with the committee in looking over grounds and buildings to see they are suitably located.

Dean J. H. Julian: Do they have veto power?

Dean Melcher: I don't know that they have; but none has ever gone against their advice.

Mr. Alvan E. Duerr, Interfraternity Conference Chairman: It seems to me that the fundamental difference between supervising fraternity finances and the finances of the individuals is that the fraternity may involve a great many individuals who have absolutely no recourse, and, secondly, the individual is responsible for his debts, if not through himself, through his parents; a business concern can collect from the parents of individuals who have incurred the indebtedness, while often there is no possible way of collecting a fraternity debt. Looking at it from the standpoint of the fraternity, it seems to me that to be a member of a chapter that is badly financed is diverting so much of the time and energy of the individual that it becomes very much the business of the university as to whether or not the chapter is in sound financial condition.

Looking at it again from the standpoint of the fraternity, I should welcome the time when every Dean takes the position that he will not

tolerate any fraternity which is not soundly financed. That is one of the lessons we are trying to teach our members, and any help the Deans of Men will give us to drive home that lesson, will be welcome, more than welcome.

I should like to see that idea carried further. It seems to us that the institution is the only proper source of direction of local fraternity finances, and especially as shown in the chapter house and the expense of erecting a new chapter house. The fraternity is up against this difficulty; if it attempts to tell a chapter it must not build a house costing more than so-and-so much, the answer comes back they can never meet the competition of such-and-such chapter houses. The Dean of Men knows how much there is in that argument. It is the point at which the fraternity, the national officers, the local officers and the alumni—they are the real thorn in the flesh, the alumni of the local chapter—break. The university authorities are the only ones who can make a ruling that applies equally to every fraternity.

I think the feeling of the fraternities has come around to the point of view that we should welcome very careful supervision there. We should like to see the authorities take the position that no fraternity may build a chapter house any where except on a sound financial basis.

Dean F. M. Massey: During the past year or two since money has been scarce and the boys have been rather careless in the way they spent the money sent them, they have neglected the payment of their fraternity bills.

They finally come to us with this question: "Will you help us force these boys to pay their bills?" Upon the request of the chapter, after sufficient warning to the individual members of the fraternity, we have held up their registration until fraternity bills were paid.

There is another little matter that is disturbing me about the fraternities, to-wit: There is a tendency on the part of almost every fraternity to establish endowments here, a scholarship there, expensive offices here, an expensive office yonder, until a great many local chapters—I mean individuals in the local chapters—are being called on to pay exorbitant amounts for their dues. I, for one, should like to say that I am ready to do what I can to help the fraternities to become and remain solvent by requiring the payment of their room and board and so on, and then to protest all increased endowments and scholarships.

Dean Reinow: Do I understand you to say that a student would be refused permission to register if he didn't pay?

Dean Massey: Well, that situation has never come up. I always put on the card "See me before you register," and they do, and have usually paid before they see me.

Dean Reinow: What would you do if he didn't?

Dean Massey: We would adjust it, some way. A great many of these boys are boys that receive money from home and spend it for other things than legitimate expenses.

Dean Eriksen: There is a method in use for collection of accounts that might interest you. When a member takes up residence in the fall he is requested to make a \$50.00 payment which is left as a deposit and applied on his last month's fraternity bill. This system has done away with collection troubles with many fraternities at Minnesota.

Another method is the extra tax system. For instance, when a man has left a bill of \$50.00 and, if it is not paid by the tenth of the next month, the remaining members are assessed a proportion of this bill which is added to their account. This has a tendency to make each member act as collector of accounts receivable.

Another method is, if the student does not pay the bill by the tenth of the month, he is immediately assessed a fine of \$2.50 and, in some cases, for each day the bill is delinquent he is charged an extra twenty-five cents. If the bill is not paid, then, at the end of a certain definite period, his name is taken up at the chapter meeting and he is temporarily removed from the rolls of the fraternity.

In many cases fraternities are actually getting judgment against old accounts receivable and are making collections by court procedure methods.

I believe that a good many fraternities in Minnesota are of the opinion that, if a man does not pay his bills, he is no good to the fraternity regardless of his social or athletic position on the campus.

Dean Leon D. Stratton: I would like to ask Dean Massey a question. Do you assume the same obligation to the boarding house people in the town, as to the fraternities?

Dean Massey: Dean Stratton, it may come to that; I know of one institution that requires that all obligations shall be paid as a prerequisite to registering.

Dean Clothier, University of Pittsburg: We have a rule that where a fraternity has had chronic trouble with a student as to the payment of debts, and that student approaches graduation with unpaid debts, the faculty of the school in which that student is entered may withhold his degree until that is made good. That rule has been in force for three years, and, as far as I know, in every case the student has paid up.

Dean Nicholson: I was very much interested in Dean Julian's question. This is a question that has been raised with us many times. In cases of individuals on our campus, there is no question. The university will not pay bills nor act as a collecting agency. We have managed by advising householders and merchants, after friendly advice has failed, to go to Conciliations Court and get a judgment. The University will then back and support the courts. When judgment is obtained, the student must make satisfactory arrangements, or cease his connection with the University until it is satisfied.

Between the two, I think there is great opportunity to work with the fraternities; it would have much greater effect on the students of the university and before the public. I would have no hesitation myself

in attacking the fraternity problem, provided I had the support of the National Conference. Many of the local chapters would strongly favor the university taking over supervision, many others would oppose it. I don't care to step into the homes. I was much interested in Mr. Duerr's statement. If the National Conference would consider the question carefully and were in favor of the universities assuming financial supervision over these fraternities, I would, for one, be glad to take it on. I think it would be greatly to the advantage of the fraternities, and greatly to the advantage of the individuals working in the fraternities. I was particularly interested in what Mr. Duerr said, and I hope if this group is interested, it will take some action in the form of a resolution or a recommendation to the National Interfraternity Conference asking that they bring it up for discussion at their next meeting and if favorably considered that they recommend such university supervision.

President Sanders: It seems to your Chairman, if you will indulge him in a word, that one of our problems grows out of the fact that the treasurers of these various student organizations have had no training for a supervision in their work. If in our colleges and universities some man were given the responsibility of auditing student accounts, seeing that the treasurers of the various organizations presented monthly reports and where the treasurers were not familiar with bookkeeping methods providing some training, a great many of these difficulties would be obviated.

In one of the institutions with which I am most familiar, a member of the business organization has that responsibility; he sees the treasurers monthly, he receives from them monthly reports; he analyzes the reports and in conference with them points out errors, and indicates to the treasurers what they must do; the treasurer must follow that, and does; in the summer he spends two months auditing all of the student organization accounts. For that service he is paid. The fraternities pay twenty-five dollars a year for that service. I think you will agree that is very reasonable. Others pay on a sliding scale—it depends on the extent of operations. I do not see how you can expect them to succeed without training or organization. It is the duty of this officer to see that the treasurer has it. That works with us. It seems to me we cannot ask treasurers with no training to perform these services proficiently.

Dean Rienow: May I ask Mr. Clothier a question? He said for two years they have worked by withholding degrees and scholarships in cases of students who refused or failed to meet their obligations. I would like to ask if they have, or not, met with legal complications? If I am not mistaken there is a case where the courts have held that a university cannot withhold a degree.

Dean Clothier: We have not met with any cases of that kind.

Dean Melcher: If it is in order, I would like to make a motion

that a committee be appointed to draw up a resolution to be presented to this meeting before we adjourn.

The above motion was duly made, seconded and unanimously carried, and the Chair appointed Dean Nicholson, Chairman, and Dean Melcher the Committee.

Dean Melcher: I had rather not be on this committee as I have had very little experience. I suggest you, Mr. President, and Mr. Duerr.

The Chair: Then I will add Mr. Duerr to that committee.

President Morgan, of the University of Tennessee: From time to time we write to other institutions to find out what they are doing, and we find the matter about as chaotic as you have described it. I am glad there is a movement on foot in this country to develop an auditing system for educational institutions. There is a committee which I think is working hard now to accomplish some result that will offer the institutions some commercial type of auditing, or type of commercial audit. You can't audit research or educational spirit. Now I think it would be very well indeed if you could bring to this national committee that is working out a program for the working out of institutional accounts some of the problems you have been discussing here today. I have discussed some of our problems with that committee. I believe their committee report will be very well matured by next year. I am wondering if you could not bring into your meeting next year a member of that commission, possibly the audit member of that commission. They have a highclass membership. I am sure they will bring out and work out for us some of the things you are discussing.

Dean Field: I want to say that at a recent meeting of the Southeastern Interfraternity Committee this problem under discussion this morning was very interestedly discussed, and any definite conclusion postponed until after this meeting, for I told them I was sure I would be able to give them much information, after this meeting.

Dean Coulter: I wish to make a motion that Dean Field is the outstanding optimist of this meeting.

President Sanders: From time to time I suppose you will want to discuss informally some questions, and I want to suggest that any of you who are particularly interested in a particular problem meet at luncheon. Dean Lobdell is very much interested in the student loan. There is no place for it on the regular program. There is no reason why you cannot meet with him and you can discuss the problem at the luncheon table. Later on, if you have questions of that nature around which a group can meet, and if you will report them to the Secretary of this conference, we will arrange the meeting.

Thereupon the Conference was adjourned to one-thirty o'clock, p. m., at which time the Conference was resumed with the President in the Chair.

President Sanders: Mr. L. B. Hopkins, President of Wabash



College, needs to leave today and so we are making a shift in the program accordingly. He will read his paper, and discussion will be invited before proceeding with the other papers relative to this subject.

## SECOND SESSION

### Nature and Scope of Personnel Work

Pres. L. B. Hopkins, Wabash College

This is a generous subject. It allows me all the room I need. If I may be permitted to do so, I should like to restrict it to the nature and scope of personnel work in education, although it is true that in defining such work in education we shall describe personnel work anywhere.

A good friend of mine who is in the publishing business urged me sometime ago to write a book on the "Nature and Scope of Personnel work in Education." I wrote him that I didn't know enough to write such a book—meaning, of course, not that I wasn't bright enough to do the job, nor even that I was lacking in knowledge, but that there just wasn't enough known about it by anybody to make a worth while book.

Well, I got out of that difficulty all right, but then Dean Sanders asked me for a paper on the same subject. I agreed, entirely because of my high regard for Dean Sanders, but that was sometime ago also. My regard for Dean Sanders has remained constant, but it is much easier than it should be, to say "Yes," when the occasion is six months ahead. When it actually came time to prepare this paper I found that I had made a mistake about the book. I should have said "Yes," to the publisher, and written Dean Sanders that I didn't know enough to condense a book into a thirty minute paper.

I have noticed that this afternoon's program all deals with the relations of the deans of men to personnel work. I am very glad to speak before this particular group for many reasons and I am especially happy to talk about those things that are on the pleasant side of your work. Any dean has many different duties; some are on the pleasant side of his work and some are not so pleasant. Even the presidents of small colleges have both kinds of duties. One of my advisors got me in an anteroom a while ago and said that my report on our financial situation was a masterly piece of work and then added, "You should never miss an opportunity to make an appeal for funds for the college."

Now, Mr. Clothier, the next speaker, and I have spent a great many anxious hours together in years past trying to raise money, and I am sure it will not bother him at all, if those of you who want to contribute funds to Wabash College will form in a line on the right as soon as I have finished.

But to return to the pleasant side of a dean's work. I suppose that the personal contacts with students is for many deans the part

of their job that they enjoy most. *Personal contact with, and personal knowledge of students seems to me to indicate the nature and scope of personnel work in education.* The purpose is, of course, to increase the effectiveness of the educational process for each individual student.

This business of making personal contacts with individual students is very easy for certain types of people but exceedingly difficult for others. It is not easy for anyone to be sure that they are succeeding in benefiting the student in such contacts. It seems to me wise, therefore, not to attempt more, in such contacts, than we can have reasonable assurance of doing well. I have always marvelled at the courage of those men and women who have gone straight from college into vocational guidance work. I mean particularly those who are willing to start in at once offering such guidance. Personally, I have never believed that I could offer honestly to guide anybody vocationally. I am glad to discuss vocations with students and to tell them what I know about one vocation or another. Under certain conditions I feel free to offer counsel or advice, but unless one is careful it is easy to go too far in this direction and do the particular student you are talking to more harm than good. Mental hygiene is a very important field today, but for most people who are having daily contacts with students it is quite as dangerous as it is important.

Even in matters of physical well-being it is easy for one to offer advice in interviewing students that would make any competent physician wish that the advisor had been vocationally guided into a grocery store or a correspondence school.

There are plenty of good reasons for personal contacts between deans and students, or teachers and students, where the chance of doing harm is very slight and the chance of doing good is very real. May I say in passing that I think it is helpful to have several different reasons for such personal contacts—reasons that seem perfectly good, and perfectly natural to the students.

Cases of discipline are always understood by students. It is an accepted reason for an interview. Not only does the student sent for understand why he is there, but the entire student body understand why that contact is made.

Interviews with freshmen soon after they arrive on the campus can be made an occasion for checking up on where they live, what courses they are taking, whether your record of their home address is correct, and so on, and so on. If carefully done the interview will reveal the cases that are in any difficulty, and if there is some thing actually done to correct the difficulty, word will go the rounds, at once, that such interviews are worth while.

At the present time I am personally interviewing all new men on the campus each fall, on this basis. After the interview I write a short letter to the parents saying that I have talked with the boy and find

he is well established, or that this or that difficulty has come up but that we are endeavoring to correct it.

At midyears I interview all seniors to find out how their plans for the future are developing and what, if anything, I can do to assist them. In the spring before pre-registration I interview all sophomores to discuss with them which field of concentration they are going to elect and why.

These interviews are called "scheduled interviews," since a time is set for each student to come in. There are four things that seem to me important in this plan.

First, the reasons for the interview are perfectly understood by the entire student body.

Second, the basic reason for the interview in each case leads naturally to the discussion of all sorts of matters involving educational, vocational and personal affairs.

Third, such interviews lead naturally to a student's returning of his own accord for further conferences.

Fourth, in addition to providing a natural and accepted basis for personal contact, such interviews yield a considerable amount of factual material that can be made a matter of record.

You will notice that the plan provides for no scheduled interviews with juniors. There are two reasons for this. One is the time factor, for although at Wabash College we have a student body of only four hundred, these scheduled interviews and subsequent interviews sought by the students consume a considerable amount of time. The second reason is that I have never been able to think of any entirely satisfactory reason for sending for the juniors as a class. The fact that I have talked with them in their freshman and sophomore years leaves them with a fairly comfortable feeling about coming in of their own accord if they have any reason to do so, and the very fact that I do not send for them as a class seems to support the conclusion that no one is being hauled in just for the sake of an interview.

Such personal contacts as I have been discussing lead of themselves to a much more intimate personal knowledge of the individuals comprising the student body. It is not infrequent that the question of health—either physical or mental health—of the student arises for consideration. In such cases the interviewer is justified in stating it as his opinion that an examination would be wise and in arranging for it through the proper channels. This is quite a different matter from attempting to advise what should be done.

Whatever the basis for the personal contact it is almost certain to lead to an interest in individuals of a nature that cannot be built up in any other way. This interest, and the resulting point of view, influence many situations in which decisions must be made. It is inevitable that knowing the students better will add to the effectiveness of all phases of college work.

Student contacts are not the only basis for knowing the individual. Actually, while I consider such contacts of first importance in personnel work, I think that there is very grave danger of going wrong if one's conclusions are based on contacts alone. Impressions made in an unusual contact become generalizations before we know it. Conclusions are reached that will not stand the test of time, and will have led us astray meanwhile. We need a reliable check on all such human judgments. Such a check can be found only in research and records.

I have said that personal contact with, and personal knowledge of students seemed to me to embrace both the nature and scope of personnel work in education. Such knowledge of individuals can only come from research and records. If human judgments based on contacts alone are dangerous, I think that records and research unsupported by contacts are also apt to lead to strange interpretations. Nevertheless, research must depend on records, and in my opinion successful contacts must depend on records, so I desire to emphasize records and their importance in knowing the individual.

Many people dislike the word record. There are even more people who dislike to keep records. Some of the best teachers in secondary schools and colleges have a terrible time in recording their grades, so do some of the worst teachers. It is no sign of greatness to dislike record keeping.

The introduction of the methods of science into the educational system has undoubtedly led to an overemphasis of records, and also to the placing of too high valuation on the services of those who like to devise and maintain records. Some of the best personnel workers like to keep records, and so do some of the worst. It is no sign of greatness to *like* records.

One of the reasons for personnel records is that individual differences are so important in educational work. When we speak of individual differences in this connection we always think of the differences existing between individual students. It is important to recognize, however, that students are not the only group in which individual differences are significant. There is a great difference in teachers. There are significant differences even among good deans and among good personnel workers.

If all of this is true it may be that we are quite unwise in assuming that all student interviewers in college must be sufficiently interested in records to want to devise them, maintain them, and interpret them. If we proceed on the theory that every interviewer must keep records of every interview, we shall undoubtedly lose some of our best interviewers and very likely spoil others.

The overemphasis of records in the curriculum of a teachers' college, or in the administration of any college personnel work, is a dangerous possibility. Nevertheless, records are important. It is undoubtedly true that all of the progress that has been made in

personnel work in education has been dependent upon records. So, while it is unwise to insist that all personnel workers shall like records and want to keep them, it is undoubtedly wise to insist that provision be made for somebody to keep such records wherever personnel work is being carried on.

There are some people to whom the words records, and efficiency, and systems, are synonymous. There are many people who feel that it is only a cold blooded individual who can have a personal interview and set down on a card facts gained in the interview. Some of the interviewers, who appear to be doing a great amount of good in their personal contacts with students, come out of an interview with practically nothing to record, i.e., practically nothing that they can think of that should be recorded. Some of the interviewers, who actually seem to do more harm than good in their personal contacts with students, come out of their interviews with a fund of information that they want to set down on paper. There is no way to account for this difference in results except, perhaps, on the basis of the difference in the individuals concerned, and one individual may be lacking quite as much as the other in his appreciation of the importance of records, and the place of records in the educational program.

The fact is that records are essential, not only for educational research but also for the daily operation of the school or college. Records that are made and simply filed away are of no use to anyone. Records that are accumulated painstakingly, and recorded systematically, and interpreted intelligently will reflect not only the whole point of view of the educational scheme but also furnish the basis for detecting the existing weaknesses of the system and point the way for its improvement.

It is certainly true that there is no objective measuring stick by which the influence of a great teacher can be calculated. It is probably true that there are many stimulating and refining influences in the life of an undergraduate that never can be measured objectively. There are many phases of college work, however, which have been measured in the past, and many measurements which have been relied upon and used either to justify existing conditions or as an argument for change; and we know now that many of these measurements were unreliable. An unreliable measurement is an exceedingly dangerous thing, for if we accept that which is unreliable as fact, we shall certainly be led astray. Anything that can be done, therefore, to improve the reliability of measurements should be done.

In some cases the need is greater now than it used to be for objective measurements. With more people going to college than used to go to college, with more teachers teaching than formerly, with more courses offered, the problems of the selection of students and of counseling and advising are more difficult than they used to be. We need to know more about how to construct examinations. We need to

know more about how much we can rely on the results of the examinations. We need to know a great deal more about how to predict future success on the basis of past accomplishment. We need to understand more about what happens when we form personal estimates of individuals, and more about the extent to which we can rely on such estimates. Whatever improvement we make in meeting these needs should be reflected in our records.

It is to meet these needs that a record for each individual is maintained in the great majority of educational institutions. It is not an easy matter, however, to devise a record that will be comprehensive enough to serve its purpose and yet simple enough to maintain.

An individual record for each student in college is no new thing. The teacher started the custom. Then, because there was a question of institutional requirements, the president collected these records for all students in his office. When the dean became administrative officer he took over these records but as the need for the records became a more pressing administrative requirement, the office of the registrar was created as a record bureau to serve the faculty and administration.

These records were individual records of each student's scholastic qualifications for entrance, his conditions, if any, at the time of entrance, and the credits accumulated toward a degree. Frequently such items of deportment and discipline as were made a matter of record were added to the record of grades in the registrar's office.

In more recent years there has developed another point of view which has created a need for a different kind of record. This newer point of view emphasizes the experimental nature of all educational procedure, the different types of educational institutions, the need for clearer specific definitions of the aims and objectives of each institution so that they and others may clearly understand what they are trying to accomplish. It also emphasizes the importance of the individual in the educational scheme and the very great importance of the differences in individual students and the need for matching up, in some intelligent fashion, the opportunities in a particular type of institution with the capacities and interests of a particular type of student so that each individual may profit to the fullest possible extent by his educational career.

One such record that I should like to speak of especially is the permanent cumulative record for students. Many institutions have maintained some such records for a number of years. The purposes to be served by such a record are many. The intent of the record is to assist us in knowing as much about each student as possible at the very beginning of his college course. And then, it should provide for the gathering and recording of all kinds of additional information concerning each student whether it relates to his past or to his present capacities and interests. Especially, however, it should show his progress and development in college, his scholastic work or any other work,

his so called campus activities or any other type of activity, his participation in organized sports or any other forms or recreation, his adjustments to college life or any facts relating to his social adjustments anywhere, together with his personal qualities, difficulties, handicaps or freedom from such retarding influences in his college work.

The permanent cumulative record is intended to be an ex post facto record, designed for the typical student and providing for detailed data mainly on his educational history and caring for other, and sometimes more crucially important, aspects of his development only in general terms. Such a record should not be either too inclusive or too exclusive. It will not exclude the use of auxiliary record forms for special cases nor is it intended to replace the medical examiner's record, nor the Employment Bureau's detailed record of jobs secured, held or lost. Nor is the cumulative educational record intended to replace registrar's records or admission application blanks or auxiliary source cards or report forms or interview records now used in various parts of the college administration.

It is intended to give a fairly complete and meaningful outline of the student's educational achievement, both curricular and extra-curricular, plus general indices of or guides to other significant types of information that should be taken into account before any crucial decisions are made respecting a given case. Thus, a notation in the health line of an otherwise normal record would warn the dean or personnel officer that the student's detailed health report should be consulted before making any further major decision concerning him. If it is a chronic condition, the periodic reports of the medical adviser should be kept in the folder until the health factor has reached some kind of final adjustment so far as the school is concerned.

It is not the deans alone, or presidents, or personnel workers that should profit by such records, although it is true that they must place great reliance on such a cumulative indication of the capacities and interests of those with whom they are working. The teacher also will profit by having this information made available for his use. The teacher who knows his students is in a position to teach much more effectively and in most cases will develop a more personal interest in the individual pupil because of such knowledge. This leads in many cases to a desire for even closer acquaintance and this makes for more effective contacts between teacher and student both inside and outside of the classroom.

I have said previously that personal contact with and personnel knowledge of the individual student indicated the nature and scope of personnel work in education. I have endeavored to show that such personal contacts and knowledge enable us to personalize or individualize the whole educational process. This, to my mind, is the nature of personnel work.

I have also attempted to show that it is the whole individual, rather

than any isolated part of him, with which we are concerned. Mind and body, attitudes and beliefs, past environments and present associations, all of these and others combine to make the whole complex personality with which we are dealing. This, and nothing short of this, I conceive to be the scope of personnel work.

There is much that is highly technical in this field and the successful personnel worker will at least learn about the technical aspects of the work and support it. There is a great deal that is human interest in this field, interest in and regard for the individual personalities with which one comes in contact.

Within the group of personnel workers on any campus both of these interests, technical and social, should be represented. Whoever is responsible for the direction of personnel work should have a comprehensive understanding and sympathetic appreciation of the significance of both of these interests. To whatever extent the president or dean or personnel director succeeds in coordinating the efforts of these two groups, to just that extent will the institution succeed in its attempt to make the educational process more effective for the individual student.

Dean M. E. Graber: Have you found the American Council forms satisfactory?

Mr. Hopkins: I am a little embarrassed, as I was one of the five responsible for that form, and we do not use it at Wabash College. But if you want to use a form, that is one of the best. It has everything on it any of us could think of, and there were about one hundred of us thinking. I know personally Mr. Howard of Northwestern drew up a form with that before him. It was very extensive, but not as useful as that one.

Question: Take your individual case records which you make up, are they available for general faculty use?

Mr. Hopkins: Only the summary, such as goes on the card, would be there for faculty use. There are many cases in which I would feel free to tell the faculty all the facts of the case. Certainly the faculty member would be able to handle it better if he had all of the facts of the case, all of the information. Of course, one of the difficulties in the past has been to get them to want the information.

Question: The blanks to be sent faculty members, don't you think they are valuable?

Mr. Hopkins: Yes, very valuable; they do create interest and furnish information.

Mr. Cloyd: What success have those of you who have tried this sort of thing had in getting the faculty interested? My difficulty in a technical institution would be in getting any appreciable percent of our teachers interested in this sort of thing. I have records in my office, the Registrar in his, but so far as getting the general faculty interested in those things, I do not think I could get it done. I just wondered what the others have found, or done, to get them interested.



Mr. Clothier: We have recently tried the experiment of organizing a central personnel records office adjacent to the offices of the schools, where those records Mr. Hopkins speaks of are filed; as time goes on, we find that the faculty members are calling more and more at the personal record office in order to use these records.

Dean Cloyd: Do you find any reticence on the part of the Registrar, or on the part of anybody else, to file those records in the office?

Dean Clothier: No reticence.

President Sanders: President Hopkins has outlined what he conceives to be the scope of Personnel Work in the Educational Field. The next paper will be by Dean Clothier, of the University of Pittsburgh, on the Relation of the Dean of Men to Personnel Work in the Larger University.

## The Relation of the Dean of Men to Personnel Work in The Larger University

Dean Robert Clothier, University of Pittsburgh

I am very glad to have had the chance to listen to President Hopkins talk because we fought, bled, and died together during the war, and successfully defended Washington against the invaders.

My assignment is to speak on the relation of the dean of men to personnel work in the larger university. Any discussion of the relationship must involve a knowledge of what it is we are discussing. What is the dean of men? What is personnel work?

It is always a dangerous thing to attempt a definition because there will be many who will disagree with you. It is natural that this should be so because the dean of men functions in different ways on different campuses as conditions on those campuses and in those universities make it necessary. In one university the dean of men will be primarily a disciplinarian; in another this may be the least of his responsibilities. In one university he may be greatly concerned with the students' scholastic success; in another this responsibility may lie outside his province. In one he may find much of his time and effort devoted to stimulating and directing extra-curricular activities; in another these may largely take care of themselves.

It is obvious that to describe the dean of men we must accept a broad definition and I offer this for your approval. "The dean of men is that officer in the administration who undertakes to assist the men students achieve the utmost of which they are individually capable, through personal effort in their behalf, and through mobilizing in their behalf all the forces within the university which can be made to serve this end." To help the individual student achieve the utmost of which he is capable, it is necessary in the first instance to know the student well in terms of his special aptitudes and specific interests,

his background and his emotional tendencies; to stimulate, direct and help him as that knowledge of him dictates through personal appeal, or through fraternity loyalty, or through campus activity (or even through threat of disciplinary action)—whatever the agency is which in his particular case will prove most effective.

The second half of the equation has to do with the definition of personnel work. This term is equally difficult to define. Rather than attempt to trace the development of personnel work, I would like to save your time by referring to the definition which was accepted by the National College Personnel Association at its meeting in Detroit on February 20.

"Personnel work in a college or university is the systematic bringing to bear on the individual student all those influences, of whatever nature, which will stimulate him and assist him, through his own efforts, to develop in body, mind and character to the limit of his individual capacity for growth, and helping him to apply his powers so developed most effectively to the work of the world."

One of the key words in this definition is the word "individual." The use of this word involves the recognition of the entire principle of individual differences. Personnel work, consequently, accepts as one of its fundamental principles that students differ one from the other, not only in the mere physical characteristics which are obvious, but in all those relatively intangible characteristics of mind, emotion and character which affect so greatly their performance of different kinds of work and their reactions to different stimuli. By way of illustration, it recognizes that one student may perform with ease a task which another may perform only with the greatest difficulty; may respond with enthusiasm to a factor of environment which might leave another cold or even antagonistic; may possess a sense of right and wrong, of moral obligation, of courage, of determination which another may lack entirely. The individual's equipment in such terms as these must be known, understood and considered in planning his work and in directing him in its execution, if the college is to be fully successful in his education.

It is obvious that knowing and steering the student thus cannot be isolated in one department. Personnel work cannot be departmentalized, (or only in respect to certain specific functions). Rather, personnel work must be a leaven throughout the whole college and these influences of which our definition speaks, must be brought to bear on the student by all who come in contact with him—by professor, instructor, dean, registrar, adviser, coach, proctor, yes even janitor. It is not the official status that makes the good personnel man, it is the sincerity and intelligence of his interest in the student.

In other words personnel work in a college consists in promoting a point of view on the part of administrators and instructors which is favorable to the consideration of the student as an individual and also

in maintaining such services, outside the purely academic functions, as contribute to the individual student's success at college (e.g., personal and vocational guidance, health, mental hygiene, financial counselling and assistance, housing, placement).

From these two definitions, one of the dean of men, and the other of personnel work, there seems to arise, without further explanation, an understanding of the relationship between them which is the subject of this paper. Perhaps I express a personal view alone and there may be none in this room who agree with me, but as I dig a little deeper into personnel work, month by month and year by year, and into the work of the dean of men, I cannot escape the strengthening conviction that it is the dean of men's job to assume initiative for the personnel work of the university, not alone through administrative authority but through personal association and influence with the deans, department heads, and other administrative officers in whom the administrative authority is also vested. By every means that are available to him, informal and formal, in dean's meeting or on the golf course, he should attempt to develop a point of view on the part of his associates which is sincerely interested in the student as an individual and which is intelligently conscious of the problem.

Having established this relationship—at least so far as the present discussion is concerned—we might ask what the principles of this work are in which the dean of men has such a vital interest. I would like to outline them as follows basing the outline upon the report made at the personnel meeting of which I have spoken and in which several of the deans participated.

First: Every student differs from every other student in aptitudes, inherited or acquired—those powers of hand and brain which are his tools of workmanship; in interests, those impulses and motives which stimulate or inhibit the exercise of those powers under different circumstances and at different kinds of work; in character traits—integrity, perseverance, etc. The university must know these qualifications as far as it is possible to do so and must utilize that knowledge in helping him plan his college course, both within and without the curriculum, in stimulating him to pursue it, and in guiding him afterward to his vocational opportunity.

Second: Every agency within the college should consider these differences between students—the administrative officials; the educational, personal and vocational counsellors; the members of the teaching staffs and others who come in contact with the students as individuals.

Third: Each university should select its students with proper knowledge of their qualifications and with due regard to their fitness. This is a function in which the dean of men cannot fail to have an active interest.

Fourth: Supplementing the teaching work of the members of the faculties, the university should make provision for the counselling of

students on educational, personal and vocational matters. In each instance the counselling should be based upon a critical evaluation of the student's aptitudes and interests and of all other factors present in the situation. Good counselling provides for the student to reach his own decision in any uncertainty with the counsellor's assistance, rather than for him to accept the counsellor's decision.

Fifth: The university should provide a plan for the continuing orientation of its students as they embark upon each new phase of their college life—from the secondary school senior entering the junior college to the college graduate embarking upon his life work.

Sixth: The university must assume its share of responsibility for the physical health of the students, as their physical health is of paramount importance, not only for its own sake, but because of its effect upon their success in their college work. This function is usually exercised by a department of student health, consisting of one or more physicians according to the size and nature of the university.

Seventh: The university must assume its share of responsibility for the mental health of its students for the same reasons as apply to their physical health, and must maintain a mental hygiene service as a part of, or parallel to, its physical health service.

Eighth: The student's physical environment, including his living environment, has a real effect upon his morale and upon his success in his work. In still other ways it has its effect upon the student's personality development. It is the responsibility of the university to provide adequate housing facilities for its students.

Ninth: The university should assist those students whose collegiate progress is threatened by financial anxieties to secure part-time employment; it should provide loan funds which can be made available, in emergency, to responsible students on a definite refund basis; it should provide scholarships to deserving and needy students.

Tenth: The so-called extra-curricular activities should be recognized as potential agencies of character development and should be encouraged and directed by the college both without impairing the students' initiative, leadership, organizing ability and sense of responsibility. They should be integrated so far as possible with the work of the curriculum.

Eleventh: Adequate records are essential to good personnel work. The personnel records of a college should (so far as possible) be brought together in one place so that personnel officers, deans, instructors—anyone interested in a student's progress—may find there a complete, cumulative record of his history, background, scholastic and extra-scholastic activities, personal qualifications, physical and mental ratings, interests, objectives, etc., in order that projected action may in each instance be taken with due regard to all the facts.

Twelfth: The university must recognize that research is an in-

tegral part of its personnel work and must make adequate provision, in staff and equipment, for it.

Thirteenth: The college should make available to the student full information about the nature, opportunity and requirements of different vocations and should help him evaluate his own aptitudes and interests in the light of such information in an attempt to decide wisely what vocation to take up upon graduation. In each case the student himself should make the decision.

Fourteenth: The college should establish contacts with as many employers as possible in many fields of vocational activity in order to help its students, upon graduation, "to apply their powers most effectively to the work of the world." In each instance the student should "place" himself.

A consideration of these principles indicates clearly that what we are interested in is the individual student's development to the limit of his individual capacity for growth, not on any one phase of his program such as scholarship, knowledge, intellect or leadership, but from the aspect of his whole personality. And because we think of him in terms of his whole personality, we are interested not only in the gifts of mind and hand he has developed but we are interested too in the *kind* of man he is. Is he honest? Is he reliable? Has he that social sense which prompts him to think *we* instead of *I*? Has he a sound sense of values? Is he conscious of his social obligations? Is he a good sportsman? Is he a gentleman? Certainly our universities serve society in a sorry manner if they train able and gifted men but fail to inculcate in them that character which guarantees that those abilities and gifts will be employed wholesomely and for the social good rather than unscrupulously and for selfish ends.

The dean of men should assume the initiative for the development throughout the organization of a point of view which stresses the student from the viewpoint of his whole personality. How successful the university is in putting these principles into effect in its work with the students is not a thing which can be measured. So much depends not on *what* is done as on *how* it is done. Yet in an attempt to evaluate his own university's performance along these lines, the dean of men might ask himself such questions as the following, on those frequent evenings when he has nothing to do but brace his feet against the mantle-piece and think back over the unhurried day he has just completed:

First: Does the university make a conscious attempt to determine the qualifications of applicants for admission, to disbar those whose previous record and personal analysis indicate a likelihood of failure, to direct others to those schools and courses in which they will most likely find success?

Second: Does the university in selecting instructors, consider their point of view on personnel matters and the sincerity of their

interest in students as distinct from their interest in course content?

Third: Does the university have a well-defined, carefully worked-out plan for the orienting of its new students, for helping the student make a happy adjustment to each new phase of his college life?

Fourth: Does the university have a well-defined, successfully operating plan to guide its students wisely in organizing their college campaign and in selecting their curricula and courses of study?

Fifth: Does the university have a well-defined, successfully operating plan to guide and assist the student in solving social and personal problems?

Sixth: Is the university as a whole inspired with the importance, not only of instructing the student, but of inspiring him to make the most of his instruction? Has it developed techniques of bringing definite incentives to bear on him?

Seventh: Does the university provide for the adequate housing of its students?

Eighth: Does the university cooperate effectively with the student in meeting his economic problems (a) by helping him obtain congenial and remunerative part-time employment, (b) by granting loans when necessary, (c) by granting scholarships to students of high potentiality?

Ninth: Does the university regard extra-curricular activities as supplementary agencies of education and character-development, and supervise them accordingly?

Tenth: Does the university provide adequately for the physical health of its students through a medical department which studies each student as an individual and recommends specific treatment when necessary, either for prevention of disability or for cure; through continuous inspection of the student's environment from the sanitary point of view?

Eleventh: Does the university maintain a mental hygiene service through which students are kept in good mental health and those who are ill or seriously maladjusted are given restorative treatment?

Twelfth: Does the university maintain adequate personnel records in such a way that all significant information about an individual student is made available to administrators and teachers, enabling them to deal with him more understandingly and more effectively?

Thirteenth: Does the university recognize the significance of research in personnel work and provide adequately for its maintenance?

Fourteenth: Does the university maintain a cooperative relationship with employers on an extensive scale through which its graduating seniors are assisted in obtaining permanent positions in their chosen fields of work?

When, after this hour of soliloquy when we ask ourselves these questions, we get up to put another log on the fire and knock the ashes out of our pipes, we will—most of us—have the consciousness that

no matter how well we may have attempted to do our job, there is yet more to accomplish. It seems to me that some of the most challenging things about the work of the dean of men are that it is rich in opportunity which stretches out in all directions, that he who succeeds best is frequently he who works most quietly and seeks no credit, that this side of the Millennium there is little likelihood that he will work himself out of a job.

I am afraid that I am not in sympathy with the idea of any fixed course of training for the position of dean of men. I do not believe that it is possible to prepare oneself for this work by taking certain prearranged courses of study. It is not like preparing for the profession of law, medicine or engineering. To a very considerable degree the best and most successful deans of men are born not made. They are men with a broad outlook on life, who have a background of culture and refinement, who have a personal interest in young people and their problems, who are sympathetic and yet not sentimental in their points of view, who are friendly with the students and yet command their respect, who are blessed with infinite patience and a keen sense of humor, and who do not take themselves too seriously. These are the traits and qualities which I feel a successful dean of men must have, and they can not be acquired through any fixed curriculum. The best preparation for the work is a broad general education, followed by years of experience in dealing with young people, and accompanied by a determination to take an optimistic view of the world and its problems, no matter how pessimistic he may be tempted to be at times.

I realize that there are certain technical subjects such, for example, as mental hygiene and vocational guidance, which require special training, but it is my theory that these subjects should be handled by specialists who may, or may not, be a part of the staff of the office of the dean of men, leaving the dean himself free to lay out the general policies of the office and to consult and advise with the many students who want to talk over their problems and difficulties with an older person, who will listen to their stories with a sympathetic understanding.

One qualification which a successful dean must have, and which I have not mentioned before, is a willingness to do what he feels is for the best interests of his college or university, even though this may be unpopular at the time. Students in general are fair in their judgments, and if a dean is known to be fair and impartial in his decisions, he will command their respect and support. He must be reasonable but not vacillating, firm but not uncompromising and above all else he must be able to see the other fellow's point of view, particularly the point of view of youth. None of these characteristics does he obtain from a course in college. They come from time spent in the school of experience.

A dean must be sensitive to student thought and opinion, but he must not be too thin-skinned. He must be willing to be on call at any

time of day or night, and he must be able to see the fun that sophomores get out of leaving a note on an unsuspecting freshman's desk telling him to call 7721 (or whatever the dean's telephone number may be) and ask for Tommy, or Nick, or Scott, or Joe, who are said to have left word for him to call. Perhaps the proper preparation for this experience is a course in the psychology of understanding. But even that could hardly be expected to prepare one for a question once asked of a certain dean of men who was awakened at three A. M. by an insistent telephone. When he took up the receiver and answered the call, a voice at the other end said in a rather unsteady tone, "Why Joe, you old sport, what are you doing up at this time of night." The reply will not be recorded here. All I will say is that after he got back in bed, he laughed to himself, then turned over and went to sleep. The ability to go back to sleep in a hurry after being called in the middle of the night has saved many a dean from becoming a nervous wreck, and the inability to do so has nearly driven more than one to the madhouse. Just what college course will best train one in this habit, I don't know, but I'm sure that all deans who have children will agree with me that there can be no better preparation for a rapid return to the Land of Nod than the experience of walking the floor for several nights with a wakeful infant, especially if said dean knows that if he doesn't go to sleep as soon as the junior becomes quiet, he probably will not sleep at all, as the young tyrant will undoubtedly call him again before long.

There is one place where I believe that preparedness is absolutely essential to the success of a dean of men—that is in the selection of a wife. The very best preparation he can have for his work is to marry the right woman. If she is the right kind, a dean's wife does just as much to earn his salary as he does, and if she is not, he might as well quit before he starts.

And so if he gets the right start and has the patience, humor, courage and sympathy already mentioned, what he needs is an open mind, a broad general education and a fund of experience. If he hasn't these qualifications, no amount of theoretical training in courses reputed to prepare one for the work of a dean of men will do him any good in my opinion. He is either cut out for the job, or he isn't, and that is all there is to it.

President Sanders: As I understand Dean Clothier's talk, it seems to me his idea was that the dean should head the work. Is there any discussion, now? Dean Clothier will return in a minute.

Dean Field: Will you please restate the question?

President Sanders: The question is, how to get it over to the president, or presidents, if you have them.

Dean Graber: How to get it over to the faculty is the supreme question. The dean is supposed to individualize. Suppose that there are three or four hundred men involved: How is he going to in-



dividualize without the assistance of the faculty. A program as extensive as that outlined is too broad for us without the faculty cooperation. I find, by sending out questionnaires from time to time, that the students do discover there is such a thing as personnel work. When they do discover it, the work of the dean is lightened, and at the same time increased in efficiency. Faculty members criticize their deans, saying that they teach little and always take the part of the student, and have very little sympathy with the professors. I don't know what the experience of the rest of them has been.

Dean Blayney: At Carleton we are undertaking to throw upon the faculty advisers of students a greater feeling of responsibility which will result in their becoming much more interested in administrative problems. When the first report is made at the dean's office regarding a delinquent student, instead of calling the student to the office of the dean, notice of his delinquency will be send to his adviser who will interview him. This will connect faculty advisers directly with administrative matters and will lead them to feel a more definite responsibility, and consequently a greater interest in personnel work. The dean's office is not attempting to avoid any responsibility, but merely to increase the interest of the faculty in general in the welfare of the students. When second reports of delinquency are made, the student is summoned to the office of the dean.

President Sanders: We will proceed, and have the next paper by Professor Lorin A. Thompson, Jr., of Ohio Wesleyan University, on the "Relationship of the Dean of Men to the Personnel Officer in the Small College."

## Relationship of the Dean of Men to the Personnel Officer in the Small College

Prof. Lorin A. Thompson, Jr., Ohio Wesleyan University

The activities of both the personnel officer and the dean of men are intimately related to the educational problems of every institution. Inasmuch as we are interested in the relation between them, it would be well to define the functions of the personnel officer. There are diverse types of organization throughout the country in which the functions of personnel officers and administrators, including deans of men, overlap and are greatly confused. This confusion has led to great misunderstanding about the relationship between the personnel officer and the dean of men. Many assume that the personnel officer should be responsible for the functions of selection, guidance, and placement of all students while in college. Others are apprehensive lest the deans will have little to do. It is obvious that these functions are too complex, too difficult for any one individual to even supervise unless he has a large staff of assistants who are both competent and

well trained. Other activities that are frequently assigned to the personnel office are those of individual guidance, student employment, educational guidance and mental hygiene. In many places special programs are arranged for freshmen. All these activities are valuable and necessary. I think in the interest of economy of administration, it is probably wise and desirable that a sharp distinction be made between those who interview students on routine matters and those who deal with specialized personnel problems. The assignment of personnel functions at present has developed as needs have presented themselves. These have been assumed by people zealous and eager, but many times utterly lacking in perspective and point of view. Many people in the faculties of our colleges and universities have seen and realized these needs and have attempted to alleviate them by taking over many of these functions themselves. From a certain point of view this is desirable, but when one investigates the result of such activities, many times he finds that those people who are doing the greatest amount of consultation, guidance, and direction of students are frequently those who are least qualified professionally to do so. This has led to a rather desperate and acute situation in many of our colleges and universities, since knowledge and skill are as essential as the desire to serve. The basis on which all such plans are judged is the effectiveness with which it deals with the individual student. This ideal is the principal objective of the following discussion.

The personnel officer in any college, whether large or small, as I conceive it, should be a man who is technically trained in methods of research and methods of handling and dealing with all forms of collected data. His chief purpose should be that of studying the policies of the institution, collecting information and data, preparing reports and advising both faculty and administration concerning policies dealing with all phases of student life. In a very strict sense he should be an expert whose chief interest is in personnel research, rather than in the field of individual guidance. By this I mean that the major portion of his duties should not be devoted to problems of routine interviewing. The personnel officer should assist all administrative officers in collecting, assembling various kinds of student information, should be able to advise on the preparation of suitable blanks for rating scales, for the keeping of records in such form as would be later valuable for university research. In the small college his activities can be rather numerous. he can serve as director of research for the dean of the college, for the deans and advisers of men and women concerning student problems. He should be an individual who understands the policies of the college and who is able to coordinate and organize various miscellaneous agencies throughout a university in bringing together vital information regarding the solution of their problems. Since the personnel officer should be the man to direct the research and investigate into the student and educational policies of the university, it does not mean that he

should be the man who controls the policies in such matters. This rests very largely with the administrative officers of the institution. His function is analogous to the personnel man in industry who makes investigations, prepares reports, and recommends. The responsibility for making the decision rests entirely with the management of the business. A similar parallel should be kept in mind in a college or university. The personnel officer should be considered distinct from a dean of men in that the dean of men represents an officer of the administration, whereas the personnel officer should be considered primarily as *expert technical adviser*.

With this general picture of the personnel officer, then what ought to be the duties of the dean of men, particularly as his office relates to that of the personnel office. A bit of thought and investigation into these matters reveals a number of things. Commonly the office of the dean of men is regarded as a general dumping ground for all the administrative odd jobs that the other administrative officers do not wish to be bothered with. In many institutions this has led to very unfortunate situations in the offices of the deans of men. They are primarily responsible for the regulation of the minor details of college life. It is not at all uncommon for them to be concerned with the recording of absences of students from classes, with the issuance of permissions for the use of university buildings at various hours, grant special permissions to stay out later than 10:30, etc., etc. Many times they are responsible for seeing that students do not drive machines where the university regulates against it. In other instances they are expected to be secret detectives spying here and there on all of the life of the organized groups about a campus. In addition to this, the dean of men is often called upon to adjust disputes between groups. It is not possible for any dean of men to realize the opportunities and significance of his job if the majority of his interests, time, and responsibility are delegated to handling of such details as those that I have just mentioned. It would appear that many of the above-mentioned duties are of little or no value to the students and the chief value to the administration is the satisfaction of a paternalistic pride, of a false responsibility which they feel toward the regulation and guidance of the more intimate life of the students. It would appear that by the time a young man has reached the college age he should know enough to come in out of the rain, that he ought to require a reasonable amount of sleep, and be able to regulate and adjust routine details of his daily life. For college officials to concern themselves with such functions, when there is so much important educational and guidance work to be done is nothing short of pedantry. At present we need to concern ourselves with those matters which are more vital to the student while in college.

Then, what functions should the dean of men concern himself with? In so far as he is an officer of the administration, he ought

to be vitally concerned with the major educational policies of his institution, particularly as they affect the life of the particular group of students with whom he is dealing. Ideally, then, the dean of men should be primarily interested in promoting and developing the personalities of these students with whom he comes in contact. In view of the fact that the dean of men is responsible in most administrations for getting personally acquainted with students, it is highly desirable then that he should be the man to whom the students come to discuss their more important personal problems. It is largely his function then to serve as one of the most important counselors to students in any college or university. It would also be very well for the dean of men to concern himself with such problems as these. 1. How well is each student adjusted to his particular course of study? 2. Does he understand the aims and interests of the individual student? 3. Is he prepared to offer counsel and advice concerning them? 4. What is the nature and effect of campus group life on the development of each student's personality? In this respect, it would seem that the dean of men should be vested with the administrative authority to temporarily waive any university regulations deemed necessary to improve the personality of the students. It is often difficult for a man in an administrative position to realize the desirability of this as it would appear to be inconsistent. It is far more necessary to be wise and just. However, the dean of men should be *the* man to whom the students can approach with problems of schedules, outside activities, personality difficulties, discussion of problems of placement, and obtain counsel and guidance. This will greatly increase the duties and responsibilities of his office; and to do all these things and do them well is indeed a tremendous task. Yet all deans of men are called upon more or less frequently to do just such things. The extent to which they can discharge these responsibilities faithfully and successfully in a large measure determines their success as deans of men. The students expect the dean of men to be versed on such matters. They expect sympathy, understanding, guidance, and good sound advice. This presents to the dean of men an unusual challenge, an unusual responsibility. Now, how can he measure up to this?

It is altogether too much to expect that any one individual can discharge all of these responsibilities. There are times when it becomes absolutely necessary for the dean of men to refer certain students to a specialist. One of the most important things that any guidance person or counsellor has to do is to recognize his limitations when a problem outside his own field comes to his attention. This requires an unusual degree of personal honesty. The dean of men would not be expected to refract the eyes of a student who had a visual difficulty. Neither ought we to expect the dean of men to handle psychiatric problems; and such officers, when they encounter such problems, ought to recognize their own limitations at once and see that the person in

question is referred to a competent specialist in the field. It is by reference to specialized agencies, to professional men in the various fields that better work can be done by the dean's office. If, on the other hand, the student is having difficulties in studying and reading, then he ought to be referred to a psychological clinic or to the psychologist, who should make a careful study of the nature of the student's disabilities and make a definite series of recommendations showing how these difficulties may be adjusted. This report then should be sent to the office of the dean of men and it is his responsibility to check up on how well the student is adjusting himself to the various professional recommendations. The ability to do this calls for an unusually high degree of cooperation, good feeling and esprit de corps between the faculty of the college and the dean of men. Every college and university should strive for a very high degree of such cooperation in the interest of the individual students.

These special problems differ widely in colleges of varying sizes. In a college of 300 the problems are considerably different from those in a college of 600, or 1000, or 2000. Enrollments of this size usually constitute the groups that are referred to as small colleges. Most institutions have either a dean of men or an advisor of men, or a faculty member who teaches part-time and spends the rest of his time in the usual duties of the dean of men or adviser of men. It is not too much to expect the college of 600 students or more to have a dean of men, and a personnel officer or director of university research. While there are not a great many colleges with this arrangement at the present time, it is unquestionably the plan which will develop very rapidly within the next few years. It is becoming absolutely necessary from an administrative standpoint and in order to get more from our money educationally. Most of you are familiar with the academic wastage in your own institution, and the relationship of that wastage to the financial condition of the college or university, and realize the acuteness of this problem. These things are intimately bound together. The director of the university research or the personnel officer in the future will play an increasingly important role in the problem of educational and vocational guidance of students. He will be much more interested in the development of the student's personality, particularly from a scientific point of view than has ever been true in the past. However, these conditions do not prevail at the present time. What measures can be taken in order to do the duties and tasks that are necessary to keep abreast of these times? Much can be done by cooperative efforts between the various department and administrative heads. Committees with specially delegated responsibilities can prepare from time to time such studies as are absolutely necessary in the determination of the policies of the institution. As a general rule the departments of psychology, education, sociology, and economics are very much interested in investigating such problems particularly from those

aspects which are within their own field. These can be of inestimable value to the administration for determining the general policies of the institutions. There are a great many more studies that could be made in our colleges by the inauguration of better and more efficient methods of record keeping. There are a few colleges and universities at the present time who keep their records in such a way that it is possible within a relatively short time and with a reasonable amount of expense to prepare a comprehensive report of what has happened in the last year or in the last five years. To do this, it usually requires getting a special corps of clerks and takes from three months to a year to obtain a report. Too often records are kept in such form that they are practically worthless from the standpoint of report, research, and investigation. It is entirely possible to inaugurate a simplified, effective, method of keeping records, keeping data so that such studies as are important to the particular institution may be made from time to time with very little additional work but which are effective in determining or changing the policies. More modern and progressive business institutions have been forced to accept such methods and it is becoming increasingly necessary for the colleges and universities to adjust their problems in this respect. A suggested solution for small colleges that cannot afford a director of university research or a director of personnel research is to have a man from a larger institution who makes a specialty of it to map out a policy that can be followed with very little difficulty. Many of our larger universities have such men available and the cost of obtaining the services of such men is usually negligible. Many times the information will be given gratuitously. This furnishes a rather brilliant opportunity for cooperative research between the colleges and universities. In the State of Ohio it would not cost any college or university anything to have the consultation services of a number of experts in the field, the reason for that being that the Ohio Colleges Association is tremendously interested in a program of cooperative research along personal lines. Consultation with a specialist trained in this field would save large amounts of time, energy, and waste, and would contribute to the effectiveness of keeping such records that would actually serve and benefit the institution.

In summary then, the dean of men should concern himself primarily with problems or guidance and personality development of the students in the college. He should be intimately acquainted and make it his business to check up systematically upon those conditions in the institution which contribute to the success or failure of the student, particularly those factors which contribute toward the development of the student's personality. In collecting these data it would be necessary for him to use the services of such cooperative agencies as the institution affords. These agencies will depend upon the specialized requirements of the particular institution. The personnel officer on the other hand should be considered primarily as a technical expert and

adviser concerning special problems, techniques, ways of investigating these problems, should be responsible for directing the investigation, preparing the report, and making the necessary recommendations. Here his responsibilities administratively should end. It then becomes a matter of the university to decide on the ultimate policy. Then it becomes necessary to the dean of men to call on such specialized professional services to assist him in working out a complete program for the students. This will contribute for the more wholesome and complete development of the student's personality. It should finally be kept in mind that the individual student is the first and most important consideration of any educational program, and all such activities—administrative, personnel, guidance, placement, educational—should contribute to his development.

President Sanders: The Chair invites discussion of this paper, or any aspect of the relationship of deans of men to personnel work, or personnel work to deans of men.

Dean Cloyd: Gentlemen, I am vitally concerned in this proposition, because I represent what would not be called a large college, sixteen hundred men in enrollment, but an institution in which the faculty is specialized; the individuals are not interested in problems of this kind, thinking more of teaching mathematics, teaching geometry, etc., than in individual problems of teaching the boy. What I am interested in, is trying this in a state institution that will not give you all the money you need for such things. It strikes me, that while we have had the ideals held up to us here, in many institutions we cannot hope to reach them. I think that perhaps the only way to start is to gather around the dean's office a few interested individuals to work quietly for a while until you begin to see you are getting somewhere, gradually gathering others to you. I could not begin to get appropriations to carry out some of the things we have had held out to us today as ideals. I am beginning to wonder, after listening, if the only thing for some of us is to pick out individuals here and there in the different colleges whom we know are interested, and work quietly and slowly until we can begin to point to results, and by pointing to results, spread the leaven throughout the institutions. That seems to me to be the only proper plan for an institution like ours which has not yet reached the size "large," but yet is past the stage of a small college. That seems to me to be the only way to get that work started. I would like to hear somebody else's opinion along that same line.

President Sanders: Dean Bosworth, you have a personnel director, or a personnel advisor; will you state your relation to him, or his to you?

Dean Bosworth: Mr. Humphreys is Director of Personnel Service. I am Dean of Men. When the President established the office of Director of Personnel Service it was arranged that the personnel director should interview all the students, women as well as men. It was not thought

necessary that I as Dean of Men should officially interview all of the men but I should come in contact with them as their situations developed. The Director of Personnel Service is primarily a coordinator of all personnel activities within Oberlin College. I am more an adviser of men. The two officers do overlap to some extent; there is possibility for friction. I am not his superior, he is not my superior. It so happens that he and I have been friends since college days, have been friends for years, and as a matter of fact there is no friction between the two offices, I think, largely for that reason. He does a great deal of interviewing, advising, and so do I. We frequently sit down together and compare notes. I think it a good idea for him to occupy the position he does because I am afflicted with the position of disciplinarian for men. I think it a good idea for a boy to be able to go for advice to a man who has no connection with the discipline committee. Our institution, too, is coeducational. The Director of Personnel Service has to do with all the students, both men and women. My office is responsible only for men. As a rule, Mr. Humphreys is closely connected with any case in which the student needs help from a mental health specialist. Dr. H. C. Schumacher, who, I think, will be here tomorrow, helps us with these cases. I, too, am closely connected with them, but where these contacts are necessary, the final responsibility for making them rests with Mr. Humphreys. I do not know whether I have said what you have in mind, or not.

President Sanders: Yes, I think so.

Dean Bosworth: It is working out well with us, due largely to the personal friendship of many years' standing that exists between Mr. Humphreys and myself. However, in any such situation there is the possibility of overlapping and friction. Clear-cut definition of responsibilities and authority is highly necessary.

President Sanders: I heard a personnel leader, one of the pioneers of this work, say one time, "Oh, we get along well, he takes care of the discipline, and I take care of the rest." One of my reasons for interest in this is that I think the deans of men are largely growing into that position, taking care of whatever is dumped upon them, while those vital things which we have considered our major task are crowded out. We are looked upon as disciplinary officers. After looking at the papers, it seems that is what is happening. We no longer need deans of men, if personnel officers are to do the vital work in student adjustment; it may be that the deans of men will be eliminated in the larger colleges, and the personnel officer will take over the work. I should like to see more clamoring to speak on that.

Dean Massey: Gentlemen, I can only speak from my own experience. There comes into my office every problem that flesh is heir to, it seems to me. In my own personal dealing with men, I try to create an easy, friendly atmosphere so that the men will forget that I am an official and think of me as a friend. I handle the discipline,



and a good deal of the vocational guidance. We haven't a personnel officer, in the strict sense of the word. I find most sympathetic response to my calls from members of the faculty. Sometimes they are not sure what they want to do, therefore they experiment. For instance, I found not long ago a lad all to pieces, manifestly he did not know what he wanted and nobody else knew what he wanted. A man without experience was experimenting on him. I found him at one o'clock one morning, as he was looking for the river. I didn't know what to do with the lad, but I didn't discuss his problems very much. My first task was to get the experimentation out of the mind of the man. I worked with him. I believe there must be the most careful scientific research. I tell you, my friends, the most fundamental thing, if you have common sense, is to establish that spirit among the men that says, "There is a man I may go to with any problem, no matter what it is, and lay it before him with the result that he will attempt to settle it, and settle it fairly and sympathetically." I am trying to say that the work of the dean of men must, of course, be scientific, but sometimes the most scientific piece of work that can be done will break almost every rule of the institution, perhaps every rule, in an effort to save that particular man.

Dean Reed: Gentlemen, I am very much in sympathy with the problem raised this evening regarding the responsibility of the dean in getting the cooperation of the faculty. In our institution, we found at first the faculty were rather reluctant to take responsibility that presumably belonged to the dean of men. Through committees, we have been able, I think, to handle this problem very satisfactorily. In the first place, we have what we call the Efficiency Committee. This committee is made up of members of the faculty appointed by the president after consultation with the dean of men. At present, its members are: The head of the education department, one instructor from the social science department, one instructor who gives courses in tests and measurements, the health director of our college, the director of the training school, and an instructor from each of the natural and physical science departments, together with the dean of men and the dean of women. Under the administration rules, the faculty report to the deans students having trouble with their work. We try to find out what is the trouble. If it is a matter of environment, the dean of men makes adjustments. The students are assigned to some particular member of the committee who is responsible and who can give special attention to the student's problems.

Then, we have what we call the Student Welfare Committee. This committee has to do, particularly, with conduct and health of students, with the direction of the students' social activities, and is advisory in cases of discipline. However, in each case, actual enforcement of rules and regulations is made by the dean of men. I have wished many times, of course, that the dean of men did not have to be

disciplinarian. A discipline committee might manage better, although probably it would cause delays in making decisions.

In addition to these two committees, we have the Freshman Committee. The freshmen are given tests upon entrance and the records are available in the office of the dean of men. Cards are filed with information gathered by each of these committees.

We have done another thing that helps us to get in touch with students individually—that is through the freshman lectures. Three or four lectures are given by the dean of men during the first week of the opening term. These lectures have to do with all the activities of the college. We discuss problems of fraternities and other organizations, of discipline, and of the selection of curriculums. The value of these lectures—ten in number—is in opening up friendly relationships between the dean of men and the students. After this series of lectures, the students feel free to come to the office for help and advice. Through these three or four committees, we have been able to interest many of the faculty who might not otherwise have cooperated with us. It has worked out very satisfactorily.

Dean Clark: I am sure that I never did anything scientifically in my life; I was badly educated. All I have ever done has been done through this thing Dean Massey talked about—through common sense. And I haven't always had that. Nobody has told us what to do with the boy who slumps down in his chair; who never does any college work. The difficulty is not to tell what is the matter with him, the difficulty is to tell what to do with him. I will say, seriously, too, most of my problems have gone back to the home, not to the getting of these data together. I wonder if you have tried to analyze what went on at home before the boy comes to me? That has explained at least eighty per cent. of the difficulty which our college students have. I do not know what per cent. of your students are problems. I have been disciplinary officer, also, for a good many years; I suppose we take disciplinary action on one hundred men at the university every year, and I think we average about four hundred men in the office every day, for something or other. If we could control the parents before these boys come to college, we could have gone far. I happened to be elected last fall (as I would not have been, had I been present) as Educational Adviser of my fraternity, whatever that may mean. I have sent out cards of inquiry to the chapters and I think I have had the names of about three hundred men scholastically delinquent in scholarship. I asked these men to say why, to give a reason, and I was rather amazed at the lack of variety of reasons. I think eight said the course was hard; of course, that is to be expected. I think perhaps half a dozen were ill, which is sometimes a good excuse. Something over eighty per cent. admitted that they did not study. That was the reason—they didn't go to college to study. One of the men said he never believed in sweating on a holiday, and

college was to him four years of holiday. Now, as I go into this, I think the main trouble lies not in bad teaching either in college or in high school, and we have a lot, both in high school and college, not in the inability of the student to do the work, although there are some students who do not rate one hundred per cent. mentally, for I think the average man who comes to college can do college work, but in the ability to concentrate, the ability to carry out a work begun and this training comes from the home. I know of no student in our institution whose father and mother are getting along badly, or getting a divorce, or having dissension, who do not do badly. I am the youngest child of seven—and I married the youngest of nine—but the youngest child very often does poor work; he has had more luxury, more petting than is good for him. For the same reason the widow wants her only son to have everything going. Now, can deans do anything with widows or the parents of only sons? The parents never made them do anything at home. We had one student dropped three times. His mother said when he left home, "Now, George, if you don't do well, remember you always have a good home to which you can come." Eighty per cent. of our students do as well as they should; fifteen do badly, but hang on; they have parents at home who will give them any number of chances and they know it. I think the trouble is not so much the high school or the university, it is in the home. I think if you will go to the home, you will find there is the largest percentage of your difficulties, and I do not think you will find these easy to cure.

Professor Thompson: It seems many times when discussing records people will look at the office and say, "You have file after file of records there," and many times the personnel officers are not exactly sure what those records mean. I fancy seventy-five to eighty per cent. of the information we collect is not used five per cent. of the time. Our records become general burial ground. In the minds of some people collecting records has meant scientific investigation of problems. The scientific investigation of the problem means stating all of the difficulties, problems and factors that go to make the student body what it is at the present time. Many agencies, welfare agencies, have found, of course, the same thing that Dean Clark referred to, in most instances the real factor is broken home conditions. That is a thing that I do not think should be overlooked; that, in my opinion, is one of the most "scientific" bits we collect about the student. It means getting a true clinical picture of the student, visualizing it, making recommendations here and there, and the recommendations followed out. Many times you will find that the student that lacks initiative, if put in the hands of somebody interested who can handle him for a time, many times he can be brought out. The diagnosis of their problem does not get us anywhere. In respect to making investigations, that could be done either by the dean of men or the personnel officer, or whoever has it to do, or time to do it; if it is found to be one of the most

important things to be done, it is not a matter to quarrel about, whose field it is, but a matter to get done, and done properly.

Dean Field: Mr. Chairman, what Dean Clark says is true, but we cannot correct that in the present generation; but if they are interested in correcting it twenty years hence, or thirty, the only organization that has that in its power is the P. T. A. That is serving a great purpose in some sections, at least. If any of the wives of the deans present want a lot of fun they can find it working along that line. Many of the institutions represented here do not have departments of the kind mentioned. Personally, I feel that the dean of men should be the director of the personnel department, with enough assistants under him to carry on the work he needs to carry on in that institution. I personally feel that a man teaching physics, chemistry, or some other line of special work, or doing some other line of special work in the college has no more business attempting to do the work in the personnel department than I would in any other of the departments. I have not been able to persuade my president of that fact. He thinks everyone ought to do a little personnel work. Frequently members of the faculty say to me, "I don't have time to look into the problems of this particular boy," or, "I don't know what to do with these problems, my work has been in chemistry, or law, I am not qualified to answer the questions arising from the problems of this particular boy." I feel that the work of the dean of men should be the directing of that personnel work; I think they ought to be permanently linked up in some way; they are certainly overlapping in many ways. I feel that the student has just as much right to the right kind of answer to the problems of his spirit life, the things he is facing from time to time, as he has to his questions on mathematics, chemistry, and things of that kind.

President Sanders: With reference to discipline, I think Dean Rienow has a very interesting idea. Will you state your position?

Dean Rienow: Dean Campbell in sending his regrets to me says, "Rienow has some damn queer ideas of discipline, but I kind of like him." I appreciated what Dean Campbell said. I have been thinking I was the disciplinary officer for years, if I am not—I always supposed deans of men came into being, were created out of the dust of the earth to handle these problems grouped under the head of "personnel work." Now, gentlemen, I don't think you know any more about your business than the deans of men. If the deans can't agree, who can? You expect the deans of the colleges to have confidence in our ability. It is not enough to scrap over who does this or that. There is enough work for all, for truly the "harvest is plenteous, and the laborers few." There is room for difference of opinion which I think is infinitesimally small. I do not like to think of the dean as the disciplinary officer only. The older I get, the more I think that is one of our faults, we take ourselves too seriously. Kipling once said to the students at

Toronto, "Take everything seriously except yourselves." of course disciplinary problems arise wherever human nature exists. They arise in the home. The idea of the father being the disciplinarian, and the mother the kindly, indulgent, sympathetic member of the family does not produce good results. The idea of the dean of men being set aside as the disciplinary officer is not a good thing. Yet the dean has to do the disciplining. When I first started out in this game, I knew something about it. I knew lots more than I do now. I sort of congratulated myself I wasn't on the discipline committee, I could do more work and better work, if I were not on it; I had an idea my office should be open for philosophy, for advice, and then things began to happen, and I found I was getting all of the blame anyway; the students sort of associated the dean with discipline, anyway, and I thought if I was to have the name, I might as well have the game. The problem came up in such a way I finally put it up to a group of students, "Where can I be of most service, on the board of discipline, or off it?" and they said, "On it," and on it I went. So I have had the interesting experience that I have been on both sides of the line. And I want to say to you frankly, I have enjoyed the last five years more than the preceeding fourteen years. I think our difficulty has been in over-emphasizing the importance of discipline in our job. Discipline should be met with the mental attitude of making it rather incidental. I mean by that, we must recognize the disciplinary problems which arise, but not all the time looking for it, planning for it, and planning how to handle it.

The Chairman came to me—You know how presidents have an interesting way when they get into trouble of appointing a committee of men or women, they are past masters of appointing committees—the Chairman of this committee came to me and said, "What we are trying to do, we are trying to establish a committee, set up a machine for handling discipline." And I find this question continually, "How do you handle your cases?" And I said, "We don't have any cases, we have boys and girls." What he was thinking of was a legal case brought up, the prosecution prepared, the defense prepared, the case brought up, tried and the verdict rendered. That is not the attitude for an educational institution, should not be. We have to deal with each case as it comes up, and, as this gentleman said, "Woe be unto us if we try to be too consistent!" You can't be. Human nature is not consistent, but it can be just. That is why I say I think we have taken this discipline question too seriously, paid too much attention to technique. We must think along larger lines, impress on the students the ability to be of service. Therefore, in my mind, the personnel work joins hand in hand with the dean. I think the situation this gentleman mentioned—I don't care where he is from—would be almost impossible to me, to think of taking a boy to a psychopathic hospital. Just stop and think what that means, mental sickness, the family relationship, the relationship of his group on the campus

and fraternity, the man, perhaps, is a member of your fraternity, and affiliated with all of this relationship, and yet some one who labels himself a "personnel officer" grabs him and takes him to a psychiatrist! Maybe he needs to go to a psychiatrist, but I want to have a hand in that; I would feel awfully out in the cold, I would feel embarrassed, when the personnel work makes that development where it robs me of my opportunity to be of service in matters of that kind. Perhaps we ought to congratulate Dean Coulter and Dean Clark because they will not be embarrassed by this overlapping. In the meantime, let me say I am not at all dissatisfied with the past, I am not at all dissatisfied with the opportunities the dean of men has of making himself useful to the young, it makes us happy, makes other people happy, and let's not think too blame much about discipline.

Dean Clothier: I have been very much interested in these various talks. I think I have agreed with them all. I can't help but think we are making a mountain out of a molehill, in the matter of terminology; there is no particular virtue in the words "Dean of Men" or in the words "Personnel Officer." After all, what we are all thinking of is the greatest good to the greatest number of students; we are all headed that way. So far as I am concerned, it makes no difference to me what they call me, whether Dean of Men or Personnel Officer.

I am interested in what Dean Fields has said. I agree with him that the dean of men should assume initiative for the personnel work of the institution. I can't help but differ with him, however, when he intimates that personnel work should be departmentalized and not made a leaven throughout the entire organization. It seems to me that when we permit an "attitude" which is intelligently friendly to the student and confine it to one department we defeat our own ends. Such a wholesome intelligent attitude as this—call it the personnel point of view if you will—is something which we should develop on the part of all the members of our faculties. Consequently, it seems to me that the closer tie-up which we can establish between the members of our faculties and the deans of men so that all may share this point of view, the more our work along these lines will react for the good of the institution. It is hard to do. Some of us utilize a device which is known as a faculty advisory plan. Sometimes it works, sometimes it does not work; sometimes it works in spots and not in others. In the institution with which I am associated, we are trying to develop a plan by which approximately a hundred members of the faculty, who are qualified for such work, undertake to serve in loco parentis to a group of about fifteen students each. It is the faculty adviser's job to keep in touch with these students of his, to encourage them, guide them, and help them over the rough spots. In case any student becomes badly maladjusted, they have the opportunity of consulting with me and request such help as I may be able to contribute.

If I have a group of faculty advisers like this working with me,

my own effectiveness as dean of men is greatly increased, because in an institution the size of ours, it is impossible for me, personally, to keep in touch with all the students who need help of one kind or another.

Through such methods as these it seems to me that a wholesome personnel point of view can be made more and more to influence the attitudes of our faculty members toward their students, and thus become a leaven throughout the institution.

Dean Lancaster of Alabama: I have been very much interested in this discussion throughout the afternoon. This is my third meeting with the deans of men. I have not had as much experience as some of you, I am very well aware of that; however my own experience convinces me that I am in hearty accord with most of the things that have been said here. I can see the full value of the personnel officer; I can see the value that might be derived from specialists associated with the office of the dean of men. Nevertheless, may I inject a comment about matters that I have heard discussed repeatedly at these three meetings of deans of men. First, the deans are overburdened with so-called minor details. Second, objections have been raised to dealing with matters of discipline in the dean's office. Frankly, I would not dispense with either type of problem. I have felt often that the dean's office is something of a college scrap basket, but if it is, I had rather have it a scrap basket where unclassified problems are deposited than to say to the student, "I can't settle that, you will have to go to *that* office, or to *this* official with that problem." I find that my most valuable contacts are made through having my door open to every student; not only to discuss with him guidance problems, but every other sort of problem. As for the question of discipline, I do not like disciplinary problems at all, but I do not know of any one who would be better qualified to deal with discipline than the dean of men. He should know the student better than anyone else. It is our chief function to study the individual and help with his problems. I believe the important thing is to be perfectly *frank* with every student, if it is a question of discipline, I believe that if you will put your cards on the table, he will not resent a fair penalty. He merely wishes a square deal. I don't remember a case where a student has resented seriously a penalty when he has been dealt with openly. Let us not make light of problems that may seem to us lacking in importance, but may seem vital to the student. Let your doors be open to every student. The dean should have adequate assistance, but he should not say, "I am going to pigeonhole this problem here, and this one there." I do not think discipline should be a bugbear. We do not have a discipline committee; the dean of men handles these problems. It is not always pleasant, but it is fairer for the student to be dealt with by one who knows most about his background and his record.

Dean Dirks: We have talked about two positions here this afternoon, the dean of men and the personnel officer. Are we talking

about two men, or one? I want to see by the showing of hands here how many have one?

Those members of the conference in which the dean of men and the personnel officer were the same, showed hands.

Dean Dirks: How many institutions represented here have two? (Same procedure.)

President Sanders: How many, in addition, have a discipline committee?

Dean Dirks: I see. Then, I think we have talked more of one man than of two.

Dean V. I. Moore: After all, aren't we all talking about the same department? I imagine most of us are thinking about as I am. When we can get another ten thousand dollars from our legislature, we will have a personnel staff. In the meantime, we are getting along the best we can with the force at hand.

In regard to this other aspect of the situation, in regard to discipline, I appreciate very much what my brother from Alabama has to say. I don't want to dispense with my disciplinary functions. I don't find it so grinding hard. I have found sometimes appreciation where hard blows were necessary to awaken the student. Would that we were wise enough to know when blows are necessary, and when tenderness is better. We are not always wise, but we work according to our best lights. We ought to take advantage of all personnel help we can get.

Thereupon the session adjourned to seven-thirty p.m.

At seven-thirty o'clock p. m. the members were entertained by the Sevier County Harp Singers.

Dean Massey: You will notice that your program says tomorrow's session will begin at nine o'clock. I desire to announce that it will begin at eight-thirty a. m.

President Sanders called upon Dean Stanley Coulter to address the conference, which he did, as follows:

### THIRD SESSION

#### Address

Dean Stanley Coulter, Purdue University

Fellow Deans, I am not half the sensitive plant Dean Massey would have you believe. If any of you prefer to play bridge, go and play bridge. And at the conclusion, if you want to make any remarks, make them.

Before I begin, I want to thank Dean Massey for having brought to us that wonderful concert. There was something in it so tremendously stirring, so tremendously uplifting, that it led me to question whether after all we have gained very much along spiritual lines, whether we take sheer joy in our spiritual outlook. The words



were very solemn, but what joyous assurance in the singing. I will never forget it. When I think these same hymns have been sung for the last hundred and fifty or two hundred years in the same way, when I see the fine poise of these musicians, I can see the joy and faith that makes life worth living.

It is a very nice gesture on the part of this association to ask me to speak to you again. My wife suggested that perhaps it was because as I was growing older you meant to forgive me for my past verbal offenses, and extended this olive branch; also, that it might be to let some of you novitiates see how hard the road over which you had to pass, not the least of which is to listen to my disturbance of the atmosphere. I refused to listen to either of these suggestions, and decided it was a high honor, and I determined I was going to speak on the evolution of deans, and then President Morgan made that speech this morning, and I thought the evolution of deans might not fall on willing ears in Tennessee, so after all there is absolutely nothing left for me but to tell the old story again with perhaps a little different emphasis, but always the same story, because youth is always the same, and the problems with which we have to deal are practically the same.

There are certain attitudes of mind which every dean must acquire if he hopes for success, which every successful outstanding dean has acquired in order that he might attain that success. I sometimes think that deans of men are not made, but born. There is something a little bit unusual in the qualities that make an outstanding dean of men, and those qualities are not found in very many souls, so the very next best thing we can do is to train lesser minds into deanly duties.

I want to talk a little bit about certain fundamental knowledges we ought to have. I think that one fact that ought to lie distinctly in our minds is that youth and age are essentially and eternally different. That there always has been, and there always will be, that difference and that partial conflict between youth and age. I think a good many deans make the mistake of failing to realize youth is essentially different from age and have been engaged in the vain attempt to put old heads on young shoulders. I think it is a good thing that youth is youth and amazingly different from age. It is the time of impulsive action, the time of deeds of daring, while age, the time we represent, is the time of deliberate, reasoned action. There is very little in common in the way in which we act. If I were thinking of building a house in which I might live with my family, I would probably sit down and consider painfully my resources, and make careful calculation of the amount of those resources that I could lock up in a house. A group of boys will sit down and plan a fraternity house and build it on a shoestring, and they get away with it. We act from reasoned judgment, they act from impulse. We succeed, and so have they, though I have known some fraternities to fail. Today any group of boys that want to build a fraternity house can sell their bonds, because

people know they don't have any more sense than to pay them when due, they don't know how to avoid them.

Youth is the time of impulsive action. As we grow older, some of us find it extremely difficult to realize that after all that careless lack of deliberateness and reasoned action is not the highway to destruction.

I think there is another thing we ought to realize. Humanity ought to have found out in the past ages that you can't do very much for the young. You can't do very much *for* them, but, take its correlative, you can do very much *with* them, provided you can find a way to work with them. Youth resents having things done for it. Youth is self-reliant. Youth is confident of its ability and power to carry out anything upon which it enters. Youth has a certitude of knowledge which only comes to youth. Youth is the time boys and girls know everything, and know they know it. So they rather resent those of us who are older, those of us who do not understand the age in which we happen to live, who are a little out of step with the time, trying to do anything for them. They are perfectly willing to let us work with them. Sometimes we think it disastrous to let them have their own heads; perhaps it is, but when we do we are amazed. In spite of their inconsequence, in spite of their inefficiency, they do accomplish the most amazing and magnificent things. I remember back in the time of the Great War—perhaps you have heard this before; if you have, forget it, it won't hurt you to hear it again, and if you haven't, it won't hurt you to hear it now. There came an announcement from the Council of Defense that our university was expected to raise ten thousand dollars to equip a Y. M. C. A. unit in the World War. It also suggested it would be a good idea to equip a hospital unit at a cost of about twenty-five hundred dollars. In other words, they hoped the university would return its check for twelve thousand five hundred dollars as soon as possible. The president thought about it, wrote on the foot of it the endorsement that it could not be done. Then he repented, and referred it to the dean. I happened to be the dean. So he wrote the second endorsement that he had reconsidered the first, and the matter was now in the hands of the dean. The dean didn't sleep on it, he kept awake a couple of nights studying how to pass the buck. That is a lesson deans have learned from presidents. It struck me finally that perhaps the students might get interested in it, so I went to one of the boys whom I thought a leader in the university. I wouldn't have picked him for the leader of a Sunday School class, I seldom saw him in church, but he was a good red headed boy and a leader. I said, "Red, we have this thing before us, we have to raise twelve thousand five hundred dollars, ten thousand for the Y. M. C. A. and twenty-five hundred for the hospital unit." I said, "It is up to you boys. Can you do it?" He thought a while, or he looked as boys look when they think they are thinking, and he says,

"Yes, we can do it if you will let us alone," I said, "If who will let you alone?" "Oh, the faculty." Now that was a new light on it, that they could do something if the faculty would let them. I said, "I think they will let you do anything short of murder. What do you want?" He said, "I want the band out." Our band is sort of petted, like most university bands, but I said, "I will get it. What do you want with it?" He replied, "I want it at such-and-such an hour, before such-and-such a building. Every student in that building will march out behind it. And then we will march to the next building, and then to the next, and so on, and finally to the assembly hall." I said, "It shall be done." And then he said, "Another thing. Will you do another thing? Will you let us put up some signs on the campus?" Now, you know the campus is a sacrosanct. You only look at it. But I said, "Yes, when do you want them?" "Today." "When are you going to pull this thing off?" "Day after tomorrow." I looked at him doubtfully, but I had done my duty, I had passed the buck. The president groaned and said, "Let them alone, they can't do any worse than fail."

That band started out, and the students came out. They crowded the assembly hall; they overcrowded it, there were people standing outside. In ten minutes, without a voice from any of the faculty, they had raised seventeen thousand five hundred dollars, twelve thousand in cash paid in the first day.

Then I wondered if, after all, youth could not do something if "let alone." And I wondered if a good many deanly shipwrecks hadn't been made, because of failure to realize that confidence in youth has been time after time justified by results. In the last World War the blood was shed by the young men. Only last summer I went through those cemeteries in France, the most heartbreaking thing the human eye ever looked upon. In one great cemetery fifty-six thousand white crosses shining in the sun. I saw that I had misjudged youth, as youth was power, and that very frequently, probably, where youth failed to achieve, it was because those of us into whose hands have fallen their direction thought of them as ineffective, thought of them as boyish, thought of them as not having the power of achievement.

A second thing to remember, not only is it the time of impulsive action, but it is the time of power, and we cannot do very much for them, but we can do a great deal with them, if we can enter into their plans, if we can enter into their hopes, if we can enter into their ambitions.

I think there is something else in which they differ, that should be mentioned, and that is that youth is the time in when men dream dreams, in which they see visions, in which they have high ideals, very vague sometimes, shifting sometimes, but always compelling, always alluring. Those of us who are older have lost to a certain extent, this power to dream dreams, this power to see visions, have lost our ideals;

life is monotonous, life is a matter of routine. It is a wondrous thing that life still has in it those who can dream dreams, those who can see visions, for "when vision departs, the people perish."

I wonder if any of you have ever traced the evolution of your ideals, what your first dream of your future life was, and then how from time to time, you shifted your ideals, your hopes, to something else, and then you shifted again and again until suddenly, from some source or other, there came a new power or force into your life clarifying your future purpose?

I remember the first time I had a conscious ideal, a conscious vision. I was traveling on my first railroad train. Every once in a while the train would stop, a resplendent figure would open the door and shout "Dupont," "Vernon," "North Vernon," and at the other end of the car another voice would repeat, "Dupont," "Vernon," "North Vernon." Then and there I resolved if my health didn't fail me, and a kindly Providence spared me, I would be a railroad brakeman and wear a blue suit with shiny brass buttons and distribute geographical information to the public.

That was my first ideal.

It was not long afterwards that I saw one of the great Ohio River packets warped into the wharf, and I saw a mighty being up in the little house that we called the "Texas" and he reached for a little bell and rang it to go forward, and he rang the little bell to go backward; and finally, he brought the great boat safely to the wharf. Not only did he reach for the little bells, but I heard him swear at the deck hands, and I heard him swear at the mate. I even heard him swear at the Captain! A new ideal was born. I was no longer satisfied to be a brakeman, I would be a pilot. Can't you picture your own ideals?

Then, by and by, the boy goes to college. The catholicity of it! Every man that goes to college, enters a provincial, but emerges a cosmopolitan. He begins to see in this greater world revealed to him that he must live a greater life than he has planned.

If you happen to have fallen into a college that has these born teachers, these teachers who forget their own preferment and only see a living soul before them which they are trying to develop, this college has determined for you not only the future years, but your eternities. And then if you happen to fall into the hands of one of these born Deans you could cry out, "terque, quaterque, beati." I do not know what the Latin for it would be if you didn't hit the right dean. The fact is, youth feels the joy of living, the power of life, feels the ability to achieve, feels the eagerness for the struggle.

"A Mighty Hand from an exhaustless Urn  
Pours for the never-ending Flood of Years  
Among the Nations. How the rushing waves  
Bear all before them! On their foremost edge,  
And there alone, is Life."

And that foremost surge is Youth.

I think that Tennyson in his story of the boy Knight Sir Galahad in his *Idylls of the King*, expresses this idea perfectly. Of course you all know the story of how the Holy Grail had left England because of its sins; how it was seen by the Nun at Glastonbury. And then one day as the Knights sat feasting there was the sound of a mighty peal of thunder and into the great hall poured seven beams of light and on one there shone the Holy Grail. At that splendid vision, the Knights fell on their knees. The thunder died away, the light faded, and the Knights sprang to their feet and swore they would follow the quest for a year and a day, but the Holy Grail should return to England. King Arthur on his return heard the story and grieved that the goodly fellowship of the Round Table should be broken; so he called them before him, these tried Knights who had been on many a foray with him, who were loyal and true; knights in the very prime of manhood. He began to question them and each of the middleaged knights made the same answer. Of each he asked, "Did you see the Holy Grail?" and each answered, "My Liege, I heard the peals of thunder, I saw the beams of light, I saw the Glory on the faces of my fellow knights—I did not see the gail. Then the king said—"twas but a dream, you will not leave me?" But even as he spoke the boy knight Sir Galahad pealed out, "But I, King Arthur, saw the Holy Grail, I saw the Holy Grail, and heard the voice, "Oh, Galahad, and Oh, Galahad, follow me!" And King Arthur knew that the fellowship of the Round Table was gone forever, for Youth had seen its vision of the splendor of life and heard its clarion call of duty.

We fail at times to enter into the vision of the young. We fail at times to hear even the faintest echo of that call that comes to them, and try to mold them to the likeness of our own drab lives. Ah, it is well for the world that youth is youth, otherwise our civilizations would soon become static, soon perish from stagnation. Youth is promise, for youth is achievement. Youth is the future. That is the raw material with which we work. They are the young, the very flower of this surge of that great flood of life that is being constantly poured out. And, men, to you and me, though I am now out of the picture, but at least to you, some hundreds of thousands of the very flower of this primal surge of life, are under your charge, for you to direct in these impressionable molding years. You cannot drive youth, but you can mold youth. If you are real Deans of men, you will see the Divinity that is in youth, and you will strive with the strength that lies in you, and all the courage and hope that God gives you to see that they have the correct beginning, that youth utilizes its power in such a way that the result will be a full rounded character. What ought the Dean of Men to be? What ought he to know? What ought his attitude of mind to be? These are the characteristics of youth, the essential differences between youth and age of which I have been speaking.

I think, following a paragraph in one of the papers today, I will ask a series of questions.

Can you see with the eye of youth, in spite of your years? Can you see with the eye of youth, its natural eyes, not that the outlook of the young upon the world and upon life should be different from ours, but to them the world is new, it is as new as it was on the first dawn of creation. Everything seems possible to them in this wonderland in which they find themselves, all a-thrill and pulsing with life and activity. In this they very soon begin to dream their dreams and see their visions. Can you see the splendor of these things? the lure of these things? the hopefulness of these things? Can you enter into them sympathetically? Or do you say, "The best thing you can do is to bring up your mathematics, or out you go." You are not dealing with mechanisms, you are dealing with these beings Almighty God created to finish His unfinished work on earth. These are human beings. So that is the first question, can you see with the eye of youth so you see its ideals, its hopes, its aspirations? May we seize hold upon these in such a way as to make him the man he never would have been had we been unable to see youth with the eyes of youth, to enter into its hopes and ideals and visions.

A great many years ago in Boston on Oliver Wendell Holmes' seventy-fifth birthday, I tried to congratulate him. I suppose his answer was the answer to others who tried the same formality on that day. He said, "I am not seventy-five years old today. I am seventy-five years young."

The heart of a Dean ought never to be measured by calendar years. I have seen some Deans who creaked in their joints at thirty-five. I have seen some deans as agile and alert at seventy-five as at seventeen. It is a great thing to see with the eyes of youth.

Another thing that enters into it is: Have you infinite patience with these young men, with their vagaries, patience with their waste of opportunities, patience with the thousand and one things that we, with our long experience know are hurtful to them? But they are young! Can you have patience with them still, love them still? Have they felt that you are sympathetic with them, that you are helpful? Can you do that in defeat? Can you meet these problems, meet these disappointments, patiently, quietly, even with a smile on your face? And that smile ought to be worn there, because you know you haven't failed the boy, that you have been patient with him, that you have loved him, that you have seen with his eyes, seen as he has seen. These young men have ideals which very frequently do not appeal to us; they certainly ought not to appeal to us; they ought not to appeal to the young very strongly. I sometimes think the mistakes we make are because of the wrong emphasis we place on these ideals of youth, these dreams of youth that come to us. I may be horribly old fashioned; the years give me license to be old fashioned, but some way or other, when our great institutions, State supported, or supported by the sacrifice of Christians who have sacrificed their own interests in order that the young may have a chance—when I see these great institutions turning out pitchers, half-backs,

catchers,— I wonder whether or not we have so impinged upon the student body that they have seen higher ideals than these? I am not criticizing the spirit, but you know it is a tremendous loss to take a university trained man and make him a professional athlete, just as I think it is a waste to take a safety razor to cut wood with.

I should hate to think I had devoted so much of my life to this work if I thought the result was not to lift youth into higher ideals, into a nobler life, into a character that "stands four-square to every wind that blows." Yes, I wonder, my friends, whether we have not made a great many mistakes because we have not seen with the eye of youth, because we have not had patience with youth, because out of that patience there has not been born an infinite love of youth, that almost makes lamentation with the Psalmist "Would God I had died for thee, Absalom."

Can you do that, day after day, over the weeks and the months, and through the years, always patient with their follies and vagaries, always lend the right direction to their aspirations, showing them how they may achieve more greatly? Can you do that year after year, through the decades of the years?

There is something in one of the Prophets that runs, "They shall mount up on wings, as eagles; they shall run and not be weary, they shall walk, and not faint." In that, some people think, he made a tremendous anti-climax, he should have begun with walking. But it is easy in moments of exaltation to mount up on wings as eagles. In the excitement of the race we can run and not weary, but to walk day after day, month after month, year after year, in the path of duty! That is the heroic thing in life. That is why the prophet made it his climax. Can you walk, and walk, and walk, until at last you walk into the perfect day? That is what he meant, after all. If these things have not become a part of you, if these things are not in your soul, your evolution as a dean has not actually begun, even its first indications have not appeared. What is it you or I have in mind for the young men under our charge, these one hundred thousand of the choicest young men in this land of ours? At the end of the years of our influence upon them, what is the man you want? A man compact of the fine cleannesses and integrities of life, an observing, reasoning, achieving man. Is that your objective? I think it is the objective that lies in the hearts of most of us. But do you know that if we ever achieve that objective, we must realize this thing very clearly and distinctly. This office of Dean of Men is heart speaking to heart, spirit speaking to spirit. Not for a single day, not for an occasional utterance, but through those long, weary days, when without the thrill of the race, without the exaltation of winging in the air, we walk and walk in the path of duty. Would that I could live again those years when my inexperience kept me from seeing the real heart of the problem!

"When the trees of the garden hid the Lord of the garden,  
Forenoon and afternoon and night!

Forenoon and afternoon and night!  
Forenoon and afternoon—what no more?  
The empty song repeats itself.  
Yet that is life! Make that forenoon sublime,  
That afternoon a prayer, that night a psalm,  
And life is conquered and thy crown is won."

It is a high calling; it is a divine calling, it is a soul-compelling calling, this being a Dean of Men.

I am not standing to hear your applause, but because I have another thing to say, something I heard with a great deal of pleasure on the one hand, and a great deal of sorrow on the other. It has come to my knowledge that our good friend, our outstanding, successful friend, Dean Clark, purposes at the end of the coming August to retire from the office that he has occupied for so long, the office of Dean of Men, which he might almost be said to have created. I do not take any pleasure in saying that Dean Clark is an antique, but it is a pleasure that I shall have company in this dull realm of the "Emeritus".

"Come, grow old along with me,  
The best is yet to be."

I feel regret when I think of the wonderful work the Dean has been doing in the University where his life has been cast. I think of the good advice he has given to those of us young in the work, and the years lived as if it was the natural thing, the usual thing, to do the finest things.

Dean Clark, there is not a man in this audience that does not owe infinitely to you, for your advice, your success, your character, not only for what you have done, but for what you are, your ability to see into the hearts of the young, to recognize all their follies, to recognize all their weaknesses, and yet, smile. Have you ever thought what that means? Those marvelous things you call your intellect and your sense of humor—Friends, have you ever looked around to see how many have failed because they did not have a sense of humor? Dean Clark and I have often smiled at our feverish attempts to set the world to rights. Very soon I think we came to the conclusion that that was not our job. That we were just to do the particular thing at hand the best we could. Dean Clark has influenced not only the youth with whom he has come in contact, but this body here, which represents the entire United States, from California to Maine, from Texas up to the northern boundary of the United States, even their lives are influenced. The regret is that this active, energetic life is leaving the campus. The feeling of satisfaction is in the leisure that is coming to him when he will be able to put into permanent form and give succeeding generations the rich benefits of his experience, and of his leadership.

Dean Clark, when the time comes, I shall welcome you joyously into the Desert of the Emeriti!

To which Dean Clark responded: I assure you I haven't any formal



speech to make to you tonight. If I had known that I was expected to speak to you, I would have made some preparation.

I was going out to dinner some years ago, to a formal dinner, where they made speeches. And my wife said, "Are you going to talk tonight?" You know that tone of voice. I said, "Yes." She said, "Do you know what you are going to say?" I said, "No." She said, "Oh, dear, then you will talk a long time."

Now, I am not going to talk a long time tonight. I appreciate what Dean Coulter said. I appreciate it as coming from him. I am sure he will forgive this personal reference. A few years ago I took my assistant to a meeting of deans. Coming back, I said, "Well, who was the best Dean there?" He said, "Why, Dean Coulter, of course." I thought he had good judgment, this young man whom I had associated with me.

I don't know whether I have ever had any of these visions Dean Coulter talked to you about. If I did, I never realized any of those wonders. When I was on the farm, following the plow along, W. E. Curtis, I think, was writing for the "Herald" about two columns a day, going all over the world, and I thought that would please me tremendously. I had journalism in mind, and you see how far removed from that I am. I didn't even think of going to college.

I never intended to be a teacher. Circumstances decided that for me. I decided then, that I would be as good a teacher as I could be. I taught composition, and then became head of the rhetoric department. I was getting along very well, had settled down, and was going to be quite happy; the institution was quite small. President Draper was a great man, and, I thought, had many good qualities, and one of the best Presidents the University of Illinois ever had. But he had little patience as a disciplinarian. He found his Waterloo in two men whom he could not manage.

One morning in 1900, I was called to the President's office. I found him sitting there with a young boy on the other side of the room, both of them in a not very good humor, looking at each other in ways that boded no good. He said, "Dean, I am going to give you this boy. Do as you please with him."

I didn't want the job. I wanted to know why he picked on me. As we two went out together, I said, "Let's get together, son." I asked him, "Don't you want to get on?" He said "Yes." I said, "Then why don't you work?" And he said, "They have been trying at home and everywhere else to *make* me work, and I'll be damned if I will! "There is only one person in this world that can make you work," I said, "and that is yourself, but I will do anything I can for you." He said, "I will do anything in the world for any one who is interested in me, but I will not be made to." It was that boy who gave me my start.

I haven't any theories. I don't know whether I have ever had any; I haven't any knowledge of how it should be done. I think I was tre-

mendously lucky. I have never undertaken anything I could not accomplish; I never made any statement to any student that I could not justify. I have known my ground before I went into anything. I have learned a little about people in that time. In that time I have had a lot of joy. I have never been afraid of discipline. The strongest friends I have in the United States, in the world, so far as that goes, for I see them every place, are the boys who have been disciplined.

As you know, I have been ill, or at least I was the subject of some scientific research. I didn't know how many friends I had, until I got in that hospital. Many of these I hadn't heard from in years. My nurse said she was convinced I wasn't a person of reputable character; I was a gangster, for nobody respectable ever had so many letters as I had.

You ask me would I go back again? Would I try it over again, if I had the chance? I think it is worth while, it has brought me so many friends.

#### FOURTH SESSION

The conference was called to order by the President at eight-thirty a.m., April 17.

President Sanders: It was thought wise to select a committee to collect suggestions for the next conference. Dean Lancaster and Dean Stephens, of St. Louis, will comprise that committee. If you have any suggestions which you think should be apart of next year's program, will you give them to Dean Lancaster, or Dean Stephens?

Now, in the opinion of the Chair, one of the most important subjects on the program is this first topic, "Mental Hygiene." In as much as we are convening a half hour earlier this morning, we will begin by discussing automobile regulations. When I wrote to Dean Alderman of Beloit asking him to discuss this, I thought perhaps they didn't have such regulations, but he says they have. Dean Alderman will present an address on automobile regulations.

#### Automobile Regulations at Beloit College

Dean William E. Alderman, Beloit College

A near epidemic of fractures and infractions brought us to the end of the year 1926-27 in a disturbed state of mind. No one had been killed, but there had been some narrow escapes, and we could not but wonder how we would have felt had the worst happened.

The men of the College had decrepit flivvers and partnership skeletons. The campus-side was littered with animated junk heaps made up of "fierce sparrows," and "the tin you love to touch." Family sedans and well-nigh naked chassis skidded or jumped everywhere before the very eyes of girls who by their own W. S. G. A. riding rules had limited their right to do the thing that they were tempted to do.

The situation was as anomalous as it was disconcerting. When

fractures and infractions came into conjunction, a spark was generated that lighted the way to subsequent restrictions.

During the summer the President of the College included in his letter to the parents of all old and prospective students a frank statement of our new policy with respect to cars, and our reasons therefor. That September the following appeared for the first time in Administrative Regulations:

"Automobiles. Freshmen will not be allowed to operate motor-driven vehicles while in Beloit College. Sophomores, juniors and seniors who wish to operate cars while in Beloit must file requests from their parents and secure permission from the Dean."

A new problem had arisen in a new age, and the Dean, that omniscient academic adjuster, was again to "use his judgment" in the application of a general principle. "Form I" for students, "Form II" for parents, and "Form III" for the granting of permissions were devised, and a new system was under way.

How did it work? Surprisingly well, at first. Parents had not been especially avid about a mixture of cars and college, anyway. They were glad to have the school say to its students what some of them had not had the gumption to say to their own children. A few cars turned up, but the alacrity with which their drivers were sent home with unexcused cuts until they could return carless, seemed to suggest to the average student that the new regulation was meant to be taken seriously.

In two or three instances a few venturesome rebels thought to protect themselves by a partnership which divided the responsibility. But combinations were not unassailable, and even they passed with protests.

No campus policeman nor traffic officers were appointed; no elaborate machinery was set up. The college community was a small one; exceptions to the general principle were few. The dean almost inevitably carried in his memory the names of the persons to whom permission had been granted. Fortunately this could be done so casually that he did not have to accuse himself of being a detective. But the human mind works strangely, and in this case sometimes brought forward into consciousness the question, "What is so-and-so doing with a car?" The answer to this question was often responsible for an immediate increase of mileage to the machine in question. Of course there were clandestine violations of the new regulation. On the whole, however, it seemed to be accepted.

Perhaps the very restrictions that had come into being gave encouragement to a new complication. Of course U-Drives were inevitable; they were a part of the new motor age. Perhaps the fact that students were not allowed cars of their own accounted for the fact that gradually and increasingly they began to rent cars for special occasions. This first came to light unwittingly when the proprietor of the U-Drive complained that certain students had not paid their rent bills. Quite of his own accord he innocently gave me the names not only of his

debtors but also of all his student patrons. Under these circumstances it seemed ungrateful of me to call together his customers and to warn them that they should no longer patronize the man who had trusted them.

That the warning was only a retarder rather than a cure became apparent as time went on. On party nights a whole row of rented cars could be observed at each fraternity house. But just what should be done about it? The matrons of the girls' dormitories could not be asked to stand on the front steps to see that no girl started to a party in a rented car; the chaperones of the several social functions could hardly be told to do curb duty and to report the names of all boys who brought their girls in rented cars; and the Dean of the College certainly did not propose to station himself at a strategic spot with respect to the two U-Drives most generously patronized in the hope that his presence would deter young Adams from handling the forbidden auto.

When I asked the men of the Student Council, an advisory body of students, as to why this new situation had arisen and what could be done about it, this illuminating explanation came to light. "The average student," said they, "regards a rented car in which he goes to a party as a taxi which he drives himself." That, to a person who had seen his first automobile when Tom Johnson was running for governor of Ohio, seemed astonishing. But the more the boys discussed the matter the more certain I became that their analysis was correct. Modern students did regard rented cars as taxis. Two couples could rent a car more cheaply than they could call a taxi. The large majority of those who were renting cars did not do so because they wanted to gallivant around the countryside before the party began, or while the party was in progress, or after the party was over, but because a U-Drive car was more convenient and more economical.

As a result of this revelation, the Rules Committee was willing to submit to the Faculty a new regulation. As finally voted and printed it may not seem to differ radically from the one quoted above. It reads as follows:

"Automobiles. The operation of motor-driven vehicles by out-of-town students other than those who live at home is limited to such persons as have the consent of their parents on file with the Dean and as have the permission of the College to drive."

But that printed regulation which seems so much like the original one, except for the fact that it recognizes the right of all town-students and all daily commuters to drive cars, was supplemented with an unprinted interpretation as follows:

"The Dean in administering this regulation is instructed to keep in mind that *in general* he shall not grant permission to any freshman, to any student who because of need is the recipient of a scholarship, or to any student on scholastic probation; and he shall not look with favor upon cars owned conjointly or cars that are patently decrepit or unsightly.

The right of students to use rented cars instead of taxicabs for going to and from parties and golf courses, and for such other purposes as may seem wise to the President and the Dean is recognized."

The intent of the present regulation is obvious and sensible. Our freshmen have a substantial year's work ahead of them if they make the proper adjustments to college life. They are all in dormitories where a reasonable supervision of them can be attempted. Upper classmen who are on scholastic probation need to keep their eyes single. The College is in no way obligated to pay gasoline and tire bills for students who need scholarships. Those who must pool their resources in order to own a car can probably afford no such investment. Anyway such cars are likely to be patently decrepit and unsightly. Custom dictates that the gentle art of walking must not be indulged in on the way to parties. Obviously no one should endanger his golf score by risking fatigue before he makes his first stroke.

These then are our regulations. We have made them as simple as possible. Even "the consent of the parents" is no longer made a formal matter with a special blank. Questions as to whether a particular student may keep a car and rent a car while in Beloit are included with several others in a form sent out to all parents at the beginning of the year. The simplicity and sweet reasonableness of the system are, in my opinion, the elements of its strength. Our original decision to do something grew out of a situation. The improvements seem to have justified the means. The question of paternalism and personal freedom are not likely to worry us greatly as long as an accepted curtailment reduces our complications.

Of course there are violations. They begin under any system where the restrictions end. My own guess is that the renting of cars for purposes other than that of going to parties and golf courses constitutes the major transgression of our students. And yet even in this connection I am pleased with the general conformity. Driving is not promiscuous.

With respect to cars other than rented ones what we have really said is this: The College is willing to grant permission to anyone from the three upper classes who is comfortable financially and scholastically, provided the parent is willing. The parents of our students seem to have interpreted the caution implied in this "necessary permission" as indicating a lack of enthusiasm for cars on the part of the College. It has been easier for them to say "no" on an impersonal "permission blank" than it would be in a personal letter written in response to a special plea on the part of the son or the daughter.

Parents have been pleased; neither the hearts nor the spirits of students have been broken; a disrespect for regulations has not been engendered; time has been conserved; week-ends have been more consistently spent in Beloit; and certain problems that are always with us on a co-educational campus have been less acute than they would have

been had the parking spaces been filled with temptations on wheels.

All this has been said with respect to Beloit College only. It may not apply to other small colleges. In fact, it may not be pertinent at Beloit College three years hence. Spring and summer, with their "thoughts of love," may enforce a disillusionment even sooner. But our faculty is alert and broadminded. By design it voted a general regulation and a more detailed but unpublished interpretation. When a change seems prudential, it can be made gracefully. I can see no reason why our present position cannot be maintained as long as it seems desirable to do so. Should it become weakened, the Dean will hear about it from the Faculty; should it become intolerable, the Faculty will hear about it from the students. My own guess is that for some time to come we shall continue to help to encourage deeper excursions into the realms of art and science by discouraging superficial excursions to football games, roadhouses, and the many attractions of Chicagoland. In this I do not believe that we are befooling ourselves. There is no virtue in restriction nor repression as such. But there is no harm in curtailments that leave people happy and, at the same time, save them from distractions. In general we shall continue our attempt to combat the natural restlessness and indecision of many students with exacting requirements and high standards. But lest we should seem to be their enemies as we construct academic scaffolds on which they may hang themselves, we will remind them of our friendliness by refusing to certain of them the cars that might easily become their hearses.

In the letter in which Dean Sanders asked me to appear on this program he asked me if I would be willing—to use his own words—"to read a paper on your regulations at Beloit with references to automobiles, assuming that you have such regulations—though I hope you don't." I would feel flattered if I could now believe that he is the only one sorry that local conditions made it possible for me to write this paper.

President Sanders: Unless there is objection from the floor, we will have the second paper before the discussion. I wrote to the University of Michigan asking that some member of Dean Bursley's staff write a paper on the automobile regulations. Dean Bursley's assistant, Mr. W. B. Rea, will present it. This is his first attendance. We will hear Mr. Rea's paper, and at the same time welcome him into the fellowship.

## Automobile Regulations at the University of Michigan

W. B. Rea, Assistant Dean, Michigan University

In 1927, the Regents of the University of Michigan passed the following rule governing the operation of motor vehicles by students:—"No student in attendance at the University from and after the beginning of the first semester of the University year 1927-1928 shall operate any motor vehicle. In exceptional and extraordinary cases in the discretion of the Dean of Students, this rule may be relaxed." The ruling has remained unchanged during the past four years, but certain modifications and revisions have been made in its interpretation and enforcement.

Definite and necessary uses of cars are approved by the office of the Dean of Students, and recognized by the issuance of driving permits. Upon applying for such driving privileges, a student furnishes complete information with regard to his car and his reasons for wishing to drive it, a Michigan driver's license, and also a letter of consent from his parents or guardian, unless he is of age and entirely self-supporting. Employment, or any other circumstances necessitating the operation of a car, must be verified by the employer, or by other responsible parties who are familiar with the facts in the case. Insurance must be carried upon the car, in the amount of \$1,000 for property damage and \$5,000 to \$10,000 limits for public liability, and evidence of such coverage must be presented before the permit will be issued.

When an application has been approved, a permit card and tags are issued to the student. These tags are attached to the state license plates by means of clips and bolts, furnished by our office, and bear the license number of the car and serial number which indicates the type of permit that has been issued. For example, one group of numbers is given to students who use cars for business purposes, another section is allotted to Ann Arbor residents who drive for family purposes, another to commuters, and so on. This arrangement is very helpful in checking cars and in identifying violators of permits. When a car is to be used for a short period of time, a temporary permit is issued, with small plates bearing the letter "T" and a serial number.

A brief outline of the privileges granted to the various groups might be of interest. Cars may be driven for business purposes when used in strict accordance with the conditions and working hours specified in the applications. Ann Arbor students may drive for the convenience of business interests of their families. Commuting privileges are extended to local residents whose homes are located a mile or more from the campus, as well as to students who come in daily from nearby towns. This type of permit enables the holder to use his car at any time as a substitute for bus or taxi service in coming from his home to a regular parking section near the campus. The married student may drive his car for anything which is a matter of family convenience or necessity, but he is denied any personal privileges; that is, he may drive to a

movie or social function which he is attending with his wife, but he may not use his car if he is going alone. This provision is based, I presume, upon the assumption that the supervision of a wife is practically as restrictive as that of any university administration. Married students, whose wives or husbands do not reside in Ann Arbor, are granted week-end use of cars for trips to their homes—as are other students whose circumstances actually necessitate such an arrangement. Health privileges are granted upon the recommendation of the Health Service, and afford personal transportation for those who are physically disabled.

During the school year of 1929-1930, we issued 820 driving permits (not including temporaries), which were classified as follows:

Business Purposes .....	122
Family Use (Ann Arbor residents) .....	200
Family and Business Use (Ann Arbor residents) .....	59
Commuting Purposes .....	88
Family Use (Married) .....	121
Family and Commuting Use (Married) .....	50
Family and Business Use (Married) .....	46
Married, wife not in Ann Arbor .....	18
Chauffeuring .....	41
Health .....	17
Miscellaneous (including part-time students) .....	58
<b>Total .....</b>	<b>820</b>

The carrying of student passengers is forbidden, unless a matter of family convenience or business necessity. For example, a local or a married student may transport his or his family's guests to and from his home—and a student who has week-end employment in a nearby town may carry others who are similarly engaged. No objection is made to the transportation of non-students, provided it involves no social use of the car, or any other departure from the terms of the driver's permit. When he is accompanied by his father, his mother, or an older member of the family, a student is permitted to offer rides to other students, and to enjoy the personal or social use of his car. However, such parental supervision does not relieve him of the necessity of possessing driving privileges, as any act of driving without a permit—barring recognized emergencies—is considered a violation of the ruling.

During the summer session, the regulation is considerably modified, and grants the unrestricted use of cars to those summer school students who were engaged in a business or profession during the preceding academic year, and were not regularly enrolled as students in the University of Michigan or any other educational institution. Recreational privileges are extended to other summer students who possess satisfactory scholastic records—that is, who are not on probation or warning, and who are not working off conditions or failures in any courses. The recreational permit affords a limited social use of cars during the day-



time, inasmuch as it permits the carrying of student passengers for such who are ineligible for recreational privileges.

In order to approach a satisfactory enforcement of our ruling, we consider a student subject to discipline if he obtains the social or personal use of his car, or his parents' car, through the driving of a non-student who is not a member of his immediate family. There is no objection, of course, to a student's riding in a car which is owned and operated by a non-student.

As might be expected, the ruling is a difficult one to enforce. In order to apprehend student violators, the University employs two state troopers—one upon a yearly basis, and the other for the first three and the last two months of the school year. These men patrol the streets and immediate neighborhood of Ann Arbor, stop cars which they believe may be driven by students, and request the operators to show their drivers' licenses. A complete record of each stop is made by the officer, including name and address of the driver, the license number of the car, time and place of stopping, number of passengers, and any other details which may appear worthy of mention. Frequent listings are taken of the license numbers of cars which are parked about the campus, and a careful check is made of all machines driven to social functions or athletic events. This information is turned in at the Office of the Dean of Students when the officer reports for duty on the following day, and it is then thoroughly examined. The ownership of Michigan cars is established by referring to the list of state registrations—a copy of which is in our possession—and that of out-of-state cars by writing to the various state departments. Names so obtained, together with those of identified drivers, are looked up in our enrollment records and in our file of previous finds, and any actual or possible student connections are promptly investigated.

Disciplinary cases are handled by a committee consisting of the Dean of Students, his assistant, and the Dean of the school or college in which the student is enrolled. As each case is judged upon the particular circumstances involved, we have found it necessary to provide a rather varied system of penalties which range as follows:

- (1) Withdrawal of driving privileges
- (2) Probation
- (3) Additional scholastic requirements
- (4) Suspension

activities as golf, tennis and swimming. Permits are also issued, as in the regular term, to provide for necessary driving upon the part of those

- (5) Any combination of the foregoing
- (6) Expulsion

There are many instances where suspension for a semester is too severe, and where probation is too mild a punishment. The addition of extra hours to increase degree requirements has, in the majority of this year's discipline cases, proven to be the most satisfactory measure.

During the school year of 1929-30, our disciplinary penalties were:

Additional academic work .....	9
Denied privilege of attending Commencement.....	2
Diplomas withheld .....	3
Additional work, diplomas withheld until end of Summer Session .....	3
Permits revoked .....	12
Probation (varying from a few weeks to a semester) .....	16
Suspension (from one week to an indefinite term) ..	29
<b>Total .....</b>	<b>74</b>

The type of violations incurring disciplinary action were as follows:

Personal Use .....	(with permit .....	10
	(without permit .....	8
Social Use .....	(with permit .....	32
	(without permit .....	17
Failure to attach permit tags .....		6
Reckless driving .....		1
<b>Total .....</b>		<b>74</b>

Of these 74 violators, 48 had received permits to drive for necessary purposes, and 26 possessed no driving privileges. Ann Arbor students have been guilty of more recognized violations of the ruling than has any other group, due largely to their persistent tendency to convert family driving privileges to personal and social ends. The cases of this type which have been acted upon probably constitute a small percentage of the violations which were actually committed, due to the difficulty which attends the apprehension and establishment of such violations. However, we feel that the student body as a whole is becoming more reconciled to the curtailment of driving privileges, due mainly to the severe punishment of violations and to the fact that the majority of students who had enjoyed unrestricted use of their cars prior to the passing of this ruling have graduated.

President Sanders: From letters I received I had every reason to believe that many of you were interested in this particular regulation. The two papers are now before you for discussion.

Dean Massey: Mr. President, we do not have any regulation with reference to the use of automobiles, and my thought is we shall not have soon. There may be certain regulations necessary as to parking of automobiles. I have the feeling that we devote a great deal of our time and energy to these minor details and take them away from the major projects that are worth a great deal more to student life. As I see it, we shall not have regulations with reference to automobiles, the use of automobiles, unless we are convinced that these regulations will correct a great many evils, a great many more evils than I think we can correct. In the first place, there is nothing wrong in riding

in an automobile. All of us ride in them. The parents of our students use them, many of them have automobiles at home. The thing we have in mind, I take it, is that students may use their time more profitably in their academic preparation without automobiles than with them. The element of expense comes in there. I doubt very much if in the end it reduces the expense. I am just looking at it from the view of our group of twenty-five hundred to three thousand students. I am unwilling to undertake any task with students that in my judgment will not be eminently worth while in developing right attitudes on the part of students toward the leadership of the administration. I am not willing to undertake the enforcement of any regulation in connection with the students that will place me or the faculty in the position of a detective. I could not employ a detective to look after the students.

Some time ago—I am sure there is no reporter in the room—we had a prohibition officer come to my office, and said, “We would like to enroll a student detective.” I said “No.” He went away feeling that I did not believe in law enforcement.

Of course, everybody knows that automobiles are misused; that they waste time and money, and furnish a place for petting parties and all that sort of thing, but will removal of the automobile destroy petting parties? I don’t know whether it would or not. I have seen some petting parties that looked rather attractive.

But here is what I am trying to say. The job of the Dean of Men is, as I see it, to challenge men with major projects.

Dean Clark: Ours was one of the first, perhaps, to have automobile regulations. Ours is not so strenuous as Michigan’s. The main reason for passing these regulations is that the automobile is the greatest time waster that the student can have, not only for himself, but for his friends, because when you allow one automobile it means a dozen students having the use of it, in one way or another. The second reason is the congestion of traffic which automobiles in a small town would cause. With twelve thousand students in a small town, and each one of them having one of these broken-down cars, there is great danger. I can see that in a city it would be foolishness to attempt such a regulation. In a small town like ours with twelve thousand students, it is impossible to have automobiles. I don’t believe any of the streets of our little city would be safe to walk on. On the whole, our students take the regulation kindly. The parents are gratified. Some of the parents say to me, “I am awfully glad you have this regulation. I could not have lived with him without giving our boy a car. Now, you have taken the responsibility from me.” Another one wrote to me: “My boy took his automobile down to college. I know it is against the rule. You send it back.” So, there you are.

If we operate the law without any favoritism it is a good thing. I believe in it. We have had some violations. In minor cases of viola-

tion, we withdraw the permit; in other cases, we suspend the violator for a short time.

We allow permits for commuters, and for physical reasons, and for business. We allow the driving of automobiles for our major social functions, which are about the same as Michigan.

Question: Do you have any idea how many automobiles you have?

Dean Clark: About four or five hundred, probably.

Dean Moore: Dean Clark, do you allow them to have motorcycles?

Dean Clark: With permits; we allow them to have airplanes with permits, also. I don't know that I need to say anything more. We do not spend money on investigating violations. I sometimes wish we did, but we do not.

Question: How do you discover the violators?

Dean Clark: Well, we know our students pretty well; and then occasionally we get this: "How comes Heckle driving a car? I was denied a permit." Then I say I didn't know he had a permit, and I look up and find he didn't. So, it is self-regulatory, to a certain degree. The boy didn't know he was telling on the other fellow, he just wanted to know.

Question: What do you do with congestion on those nights.

Dean Clark: We would have the taxicabs, if we didn't allow the use of automobiles.

Question: Are they supposed to drive to and from over the most direct route?

Dean Clark: We don't say much about that. They are young, and "The longest way 'round is the shortest way home."

Dean Massey: Dean Clark, do you have restrictions for the faculty?

Dean Clark: Nobody may have a car on the campus, not even the Dean of Men. I find a parking place wherever God lets me, and so does everybody else.

Question: Where do they get the cars for these special dances?

Dean Clark: Oh, mother sends it down, or father sends it down; or, in order to save money, the boy goes a hundred and fifty miles to his home and drives it down.

Dean Bursley: When our regulations were adopted three years ago, one of the reasons was what Dean Clark referred to awhile ago; that is the congestion, another was that we felt a great deal of time was wasted, and another reason was that we had had several students killed through the use of student cars. The first year we tried it, before these regulations read by Mr. Rea were adopted, we had another regulation, and we tried to have the students help impose the penalty for infraction of the rule; they found they could not do it for themselves, and suggested we have an officer. We do not believe in detectives any more than Dean Massey. A State trooper known to all of the students is hardly a detective. The rule is now in force, and has

been for four years. I believe if voted upon by the student body, a very large majority would be in favor of the rule as it stands. There is no necessity for the student, that is, for most students, to have a car while in college. In case they really need them, they can get a permit. Any student who has a legitimate need for a car can get a permit to take care of that need. As for objections, they have decreased. I think, perhaps, the most objection comes from the older students, the law, or the medical students. Our regulation applies to everyone, because we feel that it is almost impossible to discriminate. So, as I say, we treat them all alike. I think it has been successful; I know the parents of our students are overwhelmingly in favor of it; I know the towns people are, and I believe the students are, after having seen the working of it for four years.

Dean Rienow: I want to ask Mr. Bursley just what they have gained by it, just what are the advantages?

Dean Bursley: Well, we have eliminated a lot of the wasted time—

Dean Rienow: How do you know?

Dean Bursley: We know that if a student has a car, and drives it alone, he may not waste time, but he seldom drives by himself. About eleven or twelve o'clock at night he says to a friend, "Let's go to Detroit." There is no particular reason to go to Detroit, and he would not go alone; he loads up the car and goes to Detroit, and comes back at one or two o'clock. Now, of course, they may sit around and talk and waste time that way, but the students themselves say (of course there are not many with us now who were there before we had the regulation) but those who were there say that it is their own experience and that of their friends, that there is less time wasted now than when they had the unrestricted use of cars. This is an improvement. I do not think we would be justified in having the regulation because one or two students were killed each year, because they might have been killed any way. As to whether or not the scholastic standing has been improved as a result of our automobile regulations, I can't say. That is a thing we can't tell about.

Dean Dirks: Our institution has a situation very similar to that at Beloit. We have automobile regulation, and everybody accepts it. I think if it were put to the vote of the student body they would vote to go on as now without the use of cars. This present generation has not had the cars, and many of the students say, "I am very glad we do not have cars; if I had one, the students would always be at me to take them around wherever they wanted to go."

A few years ago before we had the regulations, we had one girl kill a child right in front of the building; we have had no accidents since we have taken away the cars. So far as interfering with their personal liberty, I don't believe they feel that way about it.

Our chief trouble is with local resident students who have cars, and the other students get these people to use their cars to haul them

around contrary to the regulation. It seems to me, as I listen here, those who have the regulation would not be without it, and those without it, would not have it for anything. I think in our small town it is a good thing for the students, the townspeople and everyone concerned, better all around. I am in favor of it; it is not difficult to enforce. And, as I say, the students themselves really appreciate the situation we have created by doing away with all unnecessary cars.

Dean Melcher: I suppose in a few years, our problem will be the flying machine instead of the automobile. An effort to avoid congestion on the campus is as far as we go in our regulation at the University of Kentucky. We have a retired (U. S. A.) sergeant on the campus whose duty is to supervise parking places.

Dean Tolbert of Florida: I am glad to hear Dean Clark give the reasons for automobile regulation in Illinois. As you know, we fellows down in the woods are frequently afflicted with the good examples you city boys set. Several years ago there was a considerable agitation down in our country for automobile regulations, not because we particularly needed it, but because Pennsylvania and Illinois, and so on, had it. We made an investigation to see how those boys with automobiles were getting along, and in every instance they had better scholarship and personal records than those that didn't. But they kept hammering and hammering for automobile regulations, and finally we required a boy, when he registered in the fall, to register whether or not he had a car, and if he was a minor, he had to get permission of his parents. Of course, we do not have any girls at the University, and no Detroit or other large city nearby to go to, and so we do not have the petting parties Dean Massey admires so much, or the large cities. But this one thing we do have, and I want to comment on. Our boys have a very engaging smile when they perch on the side of the road and thumb a car. Every boy in the University rides wherever he wants to go. The girls school is at Tallahassee, one hundred and sixty miles away; we have plenty of boys who want to go there for dances and parties; they have no trouble to get there. You people from up here riding through Florida with big cars pick them up and haul them wherever they want to go. As for automobile regulations, I do not think they are necessary or desirable. But we do have trouble with this hitch hiking; anybody can go to Jacksonville, or Tampa or anywhere they want to go. And they pick their cars. They would not think of picking a Ford. They pick a Pierce-Arrow or a Cadillac. I wonder if any of you could give us some information or advice about that? Too many leave the campus for the week-end; we keep a record of the boys who fail, and we find that most of the boys dropped for failure are our week-end vacationers. The bursting of the boom cleaned up our automobile situation for us; that is not our trouble at all. But I want to know if you are afflicted with this hitch hiking migration? I don't know of anything we can do to control it. The Legislature might

pass a law against it, but that would be about all it could do, and that would be about like all the rest of the laws. I want to know if anybody has a suggestion.

Dean Schultz: New York has a law against hitch-hiking.

Dean Tolbert: Then I shall have to notify my boys not to hitch-hike through New York.

The President: I expect the question you raise, Dean Tolbert, is pretty nearly universal. I know it is in Ohio, and I think probably it obtains in other states. Gentlemen, are you willing to close this discussion with the statement of the gentleman who has the floor?

Dean Higley: This will be made very brief. What you call "hitch-hiking," our boys call by another name. They call it "bumming a ride." We have practically none of this. You will understand the reason if you read the papers. In the Chicago area, drivers, except in rare instances, do not pick up pedestrians along the road. This is because of the danger involved. Drivers have frequently been robbed and maltreated by "hitch-hikers" picked up in this manner. People have learned to take no chances on picking up bandits.

Dean Tolbert: We don't have bandits down there (Florida).

Dean Higley: I hope you never will have them. I certainly wish we hadn't them around Chicago even though their presence does work to our advantage in regulating our automobiles.

We started out without any automobile regulations and ran that way for about twenty years. Even as recently as five years ago, we had no regulations; we saw the matter as Dean Massey does. Then, I was quite certain that we should never need regulations. However, we came gradually to hear tales of what was happening in the way of regulation at the University of Michigan, at the University of Illinois and elsewhere. Then people in the town of Wheaton began to ask us, "Why don't you have regulations, too?" After awhile the volume of traffic greatly increased and there were serious accidents. As students came to use cars more frequently, there was more misuse of cars, especially for social purposes. Then we adopted regulations. We have found it necessary to be more strict each year.

It is my judgment that our students are, in general, well pleased with the regulations; and that if the matter were left to the student council the regulations would be perhaps more drastic. Our faculty thinks that the students have too many automobiles and would like to place further limitations on their use.

In some respects I feel like joining Dean Massey in the idea he expressed a moment ago: If we were to center our efforts more fully on teaching our students some of the greater problems of living and leading them effectively in this direction, the automobile problem would largely take care of itself; or, at least, it would be only a minor problem that might well be delegated to some other college official.

President Sanders: This is very interesting, particularly the question as handled in the large and the small institution. But I doubt, if

we went on for an hour longer, we could come to any more agreement. It has occurred to the Chair how easy it is to put over on the Student Body a regulation of that kind. I make that remark because of the references to the attitude of the student body.

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Before we proceed with Dr. Schumacher's address, I believe Dean Moore has a matter to present.

Dean Moore: The point I want settled is the location of next year's Conference. We last year received an urgent, cordial invitation from Dean Miller of the University of California at Los Angeles to meet there in 1932. He said the coast Deans had always worked closely with this Conference, had always had at least three or four in attendance at our eastern meetings, and he requested that next year we agree to meet at Los Angeles. The group thought last year that it was not fair to bind you by any action they took, so they agreed to come to Knoxville this year and let this group set the meeting place for 1932.

President Sanders: Dean Culver is the only representative here from the Coast; perhaps he has something to say about it.

Dean Culver: My appointment as a member of the committee for the selection of the meeting place for our convention of 1932 places me in rather an awkward position.

Just before I left California, Dean Miller of the University of California at Los Angeles, asked me to represent him and the Pacific Coast conference in relation to his invitation of last year, an invitation for this organization to be the guests of the University of California at Los Angeles in 1932. In justice to Dean Miller I am more or less bound to favor California, but I do not wish to appear selfish or provincial. I want to represent our whole organization in my deliberations as a member of the committee. I want our findings or recommendations to be in accord with the best interests and convenience of a representative number of our membership.

If it is proper and acceptable to you, Mr. President, I would like to have some expression of opinion, perhaps recorded by an informal vote, as to the desirability or possibility of California as our next convention center. I would like to have this matter discussed before the committee goes into session.

Dean Cloyd: Gentlemen, we might find as many opinions as we have men present. I would like to state my position. The distance would make it prohibitive for me, or any one from my college. Even here, I am paying my own expenses. I feel that next year I could not go to California, and I have no doubt there are representatives of many other institutions here who will find it impossible to attend.

Dean Moore: Gentlemen: It is a question of whether we can afford to go to California; we would all like to go. I feel that we could accomplish as much by taking a vote right now, as by talking.

Dean Bursley: I don't believe anybody can say absolutely that



he can go, but it might be well if you were to ask how many think it would be possible for them to go.

Dean Melcher: I shall not be able to go, but I shall not vote against the motion. Many who are not here may attend if the conference meets in California, and others who are here from Maine and the East, may not go; it does not seem to me, therefore, that a majority vote will be representative. I believe a more representative expression would be obtained by the vote of those who think they may be able to go.

Dean Armstrong: Mr. President, I think there is another aspect that might be considered. In the policy report to be presented this afternoon, a summer conference will be mentioned that might be an added attraction.

Dean Moore: Let's assume that this will simply be in the shape of advice to the Committee on time and place of meeting. Will those of you who favor Los Angeles and think that they might be able to go stand up so we can count you?

The Secretary announced the result as twenty.

Dean Moore: And those of you who are pretty certain that you cannot go? Will you please stand?

The Secretary announced the result as thirty-two.

Dean Moore: The Committee, then, will take that into consideration, twenty voted for Los Angeles, and think they can go, and thirty-two can't go, and some did not vote at all.

Dean Clothier: May I ask a question? Instead of considering Maine or California, would it not suit more men if the Conference is in the Middle West, or the Middle East? Would not a larger number be able to attend in, say, Denver, or Chicago?

Dean Moore: The Committee will consider that.

President Sanders: There may be a closer connection between the automobile regulations and the topic we are now about to consider, "Mental Hygiene," than appears on the surface. However, that was not considered at the time I placed them next to each other on the program. Dr. Henry C. Schumacher is the Director of the Cleveland Child Guidance Clinic and lecturer in Western Reserve University, Cleveland, Ohio. I am sure after you have heard him, you will be as happy to have had him here as I was to invite him.

# Mental Hygiene and Our Colleges\*

By Henry C. Schumacher, M. D.

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Today no intelligent person questions the value of physical hygiene. Its aim and scope has been widely heralded. Probably just because of this the mind has been given only haphazard attention. At best, intelligence, an aspect of the mind, has received attention. Yet common sense tells us that there is an extremely close and intimate connection between body and mind. The body influences the mind and the mind influences the body. Body and mind, therefore, should not be considered as two separate and distinct entities, but as two aspects of the same thing—the psychobiological organism. This in brief, is the view of mental hygiene. It implies a hygiene of the organism as a whole and not one perpetuating the old dualism of body and mind.

## Mental Hygiene Defined

"In attempting to define mental hygiene," as Williams<sup>1</sup> has pointed out, "one must differentiate between (1) mental hygiene as an organized social movement and (2) mental hygiene as an art in the application of knowledge derived from certain basic sciences to the maintenance of individual mental health."

In this paper we shall concern ourselves not so much with mental hygiene as an organized social movement, but rather with the second part of the above given definition, namely, mental hygiene as an art in the application of knowledge derived from certain basic sciences to the maintenance of individual mental health. The practice of mental hygiene, then, is scientific in the same sense as the practice of medicine is scientific since it too rests upon certain basic sciences to the prevention and cure of disease.

Mental hygiene under this definition is concerned not only with the graver forms of mental ailments, the psychoses and neuroses and their prevention, but with human behavior in general, and in particular with those human relationships which make for more efficient, better balanced and happier lives. Committee B, Section on Physically and Mentally Handicapped of the White House Conference on Child Health and Protection<sup>2</sup> states, "Mental health implies an adjustment of human beings to themselves and to the world at large with a maximum of personal and social effectiveness and satisfactions. The highest degree of positive mental health permits the person to realize the greatest success which his capabilities will permit, together with the maximum of satisfaction

\*Read at the Thirteenth Annual Conference. The Association of Deans and Advisors of Men, Gatlinburg, Tennessee—April 16-18, 1931.

(1) Williams, Frankwood E., *Mental Hygiene*. An Attempt at a Definition. *Mental Hygiene* 11:482-488, July, 1927.

(2) White House Conference, 1930, 303. The Century Company.

to himself and society and a minimum of friction and tension."

Mental hygiene, therefore, is not only a therapeutic but even more an educational discipline. Hygiene and education are inseparable. The fundamentals of education broadly conceived are also the principles of mental hygiene.

### **Mental Hygiene of Childhood**

Mental quirks and kinks and frank mental disease do not come on suddenly. This fact has always been known to psychiatrists, though not until comparatively recently has it been fully appreciated. In the life history of the psychiatrist's patients evidence was to be found of earlier childhood maladjustments. As the psychiatrist left his hospital and began to work in the community the more forcibly this problem was driven home to him. This called for a wider and deeper exploration of the milieu and personality make up of his patients and in that exploration of the life history he came to learn that the present mental problems had been determined very largely by the entire personality development of the individual. And in particular he learned that the situational factors that distort personality development exercised their greatest deleterious effects during the early years of childhood. The way in which all these forces and factors are assimilated and integrated in the personality of the growing child will determine, to a great extent, the mental outlook of the adolescent and adult.

Among the many factors that condition the personality development of the growing child the following probably are of greatest significance: The family constellation; the hereditary constitutional build of the child under which would come his organic growth and development; the social and economic conditions under which he develops; the sex of the individual; and finally the kind and nature of his educational training.

In this paper we can do no more than outline a few of these factors in personality development. Texts could be and have been written on each one of the above mentioned factors.

### **Family Relationship**

The family still is the most important social group with which the child comes in contact. It is the first group and his mental traits are expressed in relation to it. This relationship in practically all instances begins with the relationship between child and mother. One need not adhere to any one school of psychological thought to recognize this truism. In this relationship the child develops his feeling and trust and confidence in human beings. In it, too, he develops his affectional life. Love is an active attitude—the more the child loves the mother the more the mother loves her child and visa versa. Herein lies the seed of jealousy, envy and revenge. Sibling jealousy is thus an outgrowth of the child-parent relationship. Ordinal position in the family is a factor of considerable importance in the development of jealousy, as well as other character traits.

The only child is usually helped too much and loved too much. He fails to develop self-confidence in his own abilities because of failure

to be permitted to do so. His parents, thinking thereby to demonstrate their love for him, help him long after such help is necessary or desirable. They shower their love upon him which he in turn reciprocates and craves to demand. Hence, we see such a child finding it difficult to emancipate himself from the family ties. He lacks the courage on the one hand and, on the other, fears the loss of his loved objects—the parent. The birth of another child in a family where there was for an appreciable period of time an only child greatly increases the difficulty. The child will experience a sense of loss and will fight to regain his position of vantage in the affectional life of his parents. Jealousy, envy and revenge now may show themselves, dependent on how the situation is handled. And so we might go on to discuss other ordinal positions if time permitted. Adler in his writings and others of the school of Individual Psychology, the founder of which Adler is, have paid particular attention to these problems.

### Sex and Sex Education

Sex is another problem of utmost importance. Children are not sexless human beings. We already have called attention to the fact that a child's first attachment is to the mother. It is the basis of all later attachments. One may simply refer to the fact that such attachments colors the entire life of an individual by pointing out how in one case a man may remain single all his life through devotion to a mother or her memory and in another case a man may marry a woman for no other reason than that she reminds him of his mother. In the tragedy of Sophocles, Oedipus Rex, the conflict between the childhood attachment and the adult repression furnishes the human motive of the play. This then is a normal factor in growth. The matter of its ultimate development is the factor which may give rise to serious consequences. Hence we may state that an unhealthy attachment to mother in the case of a boy, or to father in the case of a girl, not only interferes with the ability to make a normal heterosexual adjustment, but the conflicts so engendered may lead to serious mental difficulties. A knowledge, moreover, of the role of sex in personality development is of the greatest possible use in coming to understand the moods, jealousies, antagonisms, yes even delinquencies, as well as the normal interests and ambitions of an individual.

Much, indeed, has been said and written about sex in the past few years, some of which had to do with instruction in the facts of sex. Sex education, however, must be more than mere instruction in the facts of sex. Certainly, the right knowledge of the facts is important but much more important is the education in attitudes to the whole subject of sex in human life. Sex education is in reality an education of the emotions, for sex is a most important factor in the emotional life of the human being. This very fact, namely, that it is an education of the effective life, makes the problems of sex personal problems. The education in sex matters must be in great part a personal one. Success in teaching facts depends to a great degree upon the attitudes of the

teacher towards the question of sex. If the attitude belies the words, the individual will be more affected by that attitude than by the words spoken.

Dr. Otto Rank<sup>3</sup> writes as follows concerning sex instruction: "In regard to the sex enlightenment of the child one must realize that the best way to bring this about is to avoid any sexual enlightenment at all! I mean by this one must be able to understand and to answer in the right way the direct and indirect questioning of the child as one would any other questions the child asked; that is, one should not emphasize sexual problems as such, but should carry on sexual explanations, and as obviously and naturally as possible, guided by the child's understanding and curiosity. There should be no definite period or scheme of sexual explanation at all; it should be only a natural part of the child's education and teaching." Two extremes, therefore, must be avoided. The first is the pretension that children are sexless beings up to the age of puberty. The second, that sexual enlightenment is the all in all of sex education.

#### Social and Economic Pressures

The physical hygienists time and again have emphasized the effect upon health of bad living conditions, inadequate nourishment, insufficient light and air as well as rest and sleep. Usually, however, they have failed to emphasize the marked effects such factors have on personality development. The child who is undernourished, crippled or deformed suffers very frequently from feelings of inadequacy and insecurity. In normal activities he cannot hold his own or does so at a tremendous expenditure of energy. All too frequently he becomes fearful and discouraged and shrinks away from contacts with his fellow-man and withdraws more and more into himself. Phantasy may take the place of doing and the world of reality is gradually but surely left behind. Should he, on the other hand, try to overcome his handicaps, real or imagined, he may be too aggressive, and in his attempts at compensation overdo and overreach himself and find himself now because of his character defects more shunned than before.

The poor boy who has come to feel himself at a disadvantage may overcompensate through educational achievement and sacrifice more than the object is worth, only to be disillusioned when obtained. Herein we see the reason for the struggles some students make to obtain an education and their break in mental integrity when they have obtained their degree. Many of them find that their feeling of inadequacy and dissatisfaction still persists and this either necessitates a continuing struggle to achieve significance or demands some substitute such as a mental break or the use of alcohol, et cetera, as a means of escape.

The children of the wealthy may be so pampered and spoiled that they have never achieved independence. Dependency on others is indeed a poor preparation for the realities of life. Then, too, the ease with

(3) Rank, Otto. The Significance of Psychoanalysis for Social Life. *Mental Hygiene*, 10:253-264, April, 1926.

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which they obtain their pleasures makes real work not inviting. Work, they reason, should be the lot of those who haven't riches. Hence they come to look down upon those who work for a living and classify them as servants, often placing their teachers in this same category.

#### Adolescence

The assumption that adolescence begins with the establishment of puberty is one of the reasons advanced for the fallacious notion, so common among primitive peoples and believed in by many moderns, that at this time there emerges a new self; that the youth breaks with his past and is no longer influenced by previous growth and development. To understand adolescence, however, it is necessary to understand the changes in growth and development leading up to adolescence as well as the period commencing with the establishment of puberty.

The beginning of adolescence is coincident with ego discovery. Just when mental function begins in a child is problematical. Probably it is fair to assume that mental function has begun when the child reaches for an object that it has seen for the first time. This step in development is a very important one for it marks the first phase of ego discovery. Countless experiences are necessary before the child completes this severance between ego and environment. This process, however, is completed with the experience of the ego as object at puberty. At adolescence, then, the individual tends to recognize a sense of personal awareness. He himself, his ego, is an object for study. All of his past life takes on new meaning; it must be organized around his ego as an object. Yet while this is going on all the experiences of the day, which have acquired a new meaning, must be brought into alignment with his recently discovered self. The adolescent is conscious that the outer environment very often is not overly friendly, in fact at times hostile and frequently misunderstanding of him. As a result he turns away from reality into himself. There he sees and feels many things—some new and strange to him. Sex with its mysteries, its urges, causes him great concern. How he handles himself now depends in great part upon his pattern of development and his previous experiences.

To the ego-conscious adolescent the environment is the embodiment of opposition. At one moment he tends to overcome all opposition by bending his every energy to the task which might be characterized as a flight into reality. At another time, fearing defeat in his conflict with an environment not of his own making or choosing, he tends to run away from it, sometimes into phantasy and sometimes in addition in actual physical escape. His intellectual and physical striving, his dreams of a career are all to be looked upon as means of escape, as methods of solving his problems. But then day dreaming, indulgence in phantasy, running away, feelings of guilt and self punishment for such feelings, delinquency, crime and even suicide, also are attempts at solving the conflict within him.

## The Role of the College

Such then is the nature of the human material that enters college. The intellectually inferior as a rule are not to be found there. In fact, by and large, college men and women are a selected group. A group of earnest men and women who are trying to face facts and to come to grips with them. But how does the college fulfill its responsibility to them? Campbell<sup>4</sup> states, "It is doubtful whether they have attained a clear recognition of the fact that a man's mind may be richly supplied with a great variety of special information, that he may have attained a high intellectual level, and yet the man's life may be rendered inefficient because it rests upon insecure foundations. An education may enable a man to solve abstruse intellectual problems, and yet leave him so hopelessly unable to cope with a bereavement, an unsuccessful love affair, difficult marriage relations, or even simple instinctive impulses that he may lose control of the direction of his life and for a period be dominated by factors which have been almost entirely repressed in his conscious life; the disorder may be so marked as to be included under the wide term 'insanity'."

### Case Problems

In order further to elucidate the material already presented and to call attention to the need for mental hygiene work among college students, I am presenting the following abstracted case stories. Only pertinent facts are given in each instance.

Case 1. A boy age 21, referred by the mental hygiene department of a large university because of failure in academic work. He is the fourth of five siblings. The first born child, a boy, died in early infancy, the second a girl, the third a boy (long longed for and given the name borne by the child that died), the fourth the patient, and the youngest a girl.

As long as our patient can remember he has felt that he wasn't given a square deal with his family. He was convinced that the older sister and brother got more affection and more of the material things of life than he. His youngest sister, the baby in the family, was the pet of all the others. As an elementary school child he found it increasingly more difficult to get along with teachers and pupils. He felt he wasn't getting the "breaks." During his high school days he attended three institutions—a private school, a public high school and a tutorial school. He can give no definite reason for his difficulties except that he felt unfairly treated. In comparing the three high schools he felt that he was happier in the tutorial school and this because he was receiving much more individual attention and so he felt more appreciated. However, on entering college he was again one among many. His resentment and feeling of unfair treatment once more cropped out. With the months this feeling grew. To it he reacted by studying less and less. He said, "I lost interest in my studies and wanted to get

(4) Campbell, C. Macfie. The Responsibility of the Universities in Promoting Mental Hygiene. *Mental Hygiene* 3:199-209, April, 1919.

away." His first semester's grades were bad and he was duly warned. By the middle of the second semester his work had fallen down so badly that he was given permission to resign or had he not done so he would have been dismissed. In the early interviews he brought out his resentment of the family and told of his desire to travel, to see the country. He felt himself to be the black sheep of the family and didn't feel he could make a go of work with his father and brother or under any one. So, in an attempt to escape, he rationalized, travel would be the equivalent of an education. Also through this means he could force the parents to support him.

An interpretation of his behavior emphasizing his ordinal position in the family—the child between the longed for boy and the "baby" girl, both of whom because of parental attitudes had positions of great advantage over him—was given him. This brought up many memories of his early reactions to older brother and his feeling of jealousy of baby sister. Bit by bit he began to see how this gave rise to his feeling of resentment to parents and parent substitutes. One day he remarked, "If I told my parents how I have felt all these years they would just laugh at me." Gradually he began to see how his reactions had conditioned their outward behavior to him. On changing his own behavior he found that they accepted him in the same way they did the others. Where at first he felt he never could work under any one he soon discovered, on going to work, that with his new understanding it was not difficult at all to take orders. At present he is making good at work and home adjustment.

Case 2. A girl age 20, referred by the personnel officer of a college because she was failing in her studies and had been told by the Dean's office that she cannot continue in college unless she passes all of the first semester's work.

The father died when she was five years old. The father, a college graduate, was artistic and had done some credible work in art. However, this had never been acceptable to his mother, a domineering woman. After the father's death the paternal grandmother wished the patient's mother to make her home with her. Mother, however, did not wish to be under the domineering influence of the grandmother and so made a bargain with her that the eldest daughter, our patient, would live with her grandmother, in exchange for which grandmother would contribute to the support of mother and siblings. Our patient grew up with the feeling that she had to respect and obey grandmother in all things. Grandmother wished her to learn languages. However, as the girl grew older she turned more and more to art, which did not meet with the approval of grandmother. Grandmother drilled the girl in English and French until our patient states she would have temper tantrums and refuse to go on. However, grandmother would always come back to it. The patient is well aware that in this way she built up a strong dislike for languages, particularly for French.

In her first year at college she was particularly unfortunate in her



English teacher, an elderly woman who in every respect reminded her of grandmother. This teacher spent much time in discussing what girls ought to do, how they ought to live and why they owed respect to parents, et cetera. The patient brought out very strikingly her resentment of this teacher on the basis of identifying her with grandmother. This, of course, is the basis of her failure in English.

As long as the girl was in rebellion and trying so desperately to emancipate herself from the grandmother's domination she had to reject the study of languages. The whole question of adolescent rebellion and the need to emancipate herself was gone into very thoroughly. The reasons for her choice of art as a career—it was the father's chief interest and emphasized rebellion against grandmother—was discussed. Her previous work in art, however, justified us in agreeing to her plan to study art in Art School. She dropped out of college and entered art school.

Case 3. A colored boy age 18½, referred by a college physician because of difficulties in his gym work and because of his physical complaints, such as distention of abdomen, throbbing headaches, palpitation, twitching of muscles—all following his gym classes and by him related to the gymnasium work.

This boy had attended a high school for colored and came to a northern college with a certain hesitation. His relatives and friends had advised him to attend a college for colored in the South. However, he was ambitious and felt he could get better training in the North. He came with a definite determination to make good. In this he had, on the whole, been quite successful except for his gym work. He said gym was a subject he didn't have much of in high school. He found, therefore, that all the others in the class were doing better than he could do. He wanted to get out of gym but it was a required subject. He wrote his folks telling them he would like for them to aid him in getting out of this work. Instead, his father and brother wrote encouraging him to stick it out and that it was a mark of failure to give up. This hurt his pride but didn't make gym work more pleasant. At Christmas time when he came home on holidays the first question his mother asked him was, "Son, did you give up gym?" He couldn't understand why father, mother and brother were all against him. He began to feel that everyone was against him. Seeing no way out of gym, he converted his mental conflicts over it into physical symptoms—at first quite consciously. He was excused from gym for a week and following his return to gym work his symptoms became worse. He at the time of referral already had been transferred to a special class section for gym work. Here he could hold his own better but he knew he was not doing as well as many others. Then, too, he states that early in the school year he overheard some boys say, "We don't want that nigger to play on our side." This added to his conflict over gym.

The boy was a bright lad and in the one interview was soon dis-

cussing his hysterical conversion symptoms and the causes that had brought them about in a very objective way.

The boy made a good adjustment to his special gym class. He no longer complained of physical ill effects.

Case 4. A girl age 26, referred because of poor scholastic work and her irritating behavior in class.

The patient is the third child in a family of four, the oldest and youngest are males. Her father, now deceased, was a meek, easy-going man who left the discipline to the mother, a domineering woman. The patient as a child felt rejected by the mother. Now she cannot remember ever considering her as a mother but looks upon her as a person whom she hated. The eldest brother was much beloved by mother and in a definite sense was the man of the house. The patient admired him very much and resented the mother's interest in him. She recalls incidents when as a child she would lie down beside him. He and the patient's sister did not get along well. At the time the sister was entering adolescence he was constantly reprimanding her on account of her behavior with boy friends. As a result our patient tried in every way to be different from the sister and hence the two have been at odds with each other. This made it impossible for the patient to act the way her sister did. The sister, a lively vivacious girl, did excellent school and college work. The patient, in order to be different from sister, tried hard to act totally different toward classmates and teachers. Instead of studying and getting good grades as did the sister, she did poor work and argued much with her instructors which not only antagonized them but also her classmates. On finishing normal school she taught—her sister also had gone into teaching. Her antagonisms to mother and sister were transferred to women principals under whom she taught. Because of failure to be promoted she sought a way out of teaching. For many years she had been going with a young man whom her brother had befriended. Though not overly interested in him she married him and thus had to resign her teaching position. She now reentered college. She wanted a career so that her brother would be proud of her and also to surpass her sister. However, all her old attitudes again cropped out. In addition she now began to complain of being sick and began to entertain ideas of going insane. Analysis revealed her strong attachment to brother and her hate for her mother based on her resentment of mother's interest in him. The brother's interest in her sister's welfare caused her to resent the sister and to act totally different from her. Sexually she became prudish. She married a brother substitute but could not be happy with him because in his work and habits he was so different from the brother and because of her feelings of guilt. Her complaints and fears of insanity were motivated as means of escape from her unhappy marriage. A career signified power and a means of regaining her brother's interest in her since he had married and now showed no particular attention to her; in fact he was rather annoyed by her behavior.

A knowledge of mental hygiene particularly as it relates to family relationships should have made the teacher's college instructors and officials aware of this girl's difficulties and thus have avoided failure in school, in teaching and in marriage.

These cases, I hope, will serve to show that the mental hygiene problems found among college students are very similar to those found outside the walls of college or university. They are problems of people in emotional distress over failure in emancipation from the home and in the establishment of healthy attitudes toward social and sexual adjustments.

#### **Mental Hygiene Program for Colleges**

As one studies these and other cases of college students with emotional difficulties, one cannot help wondering why every college and university has not yet found it necessary to do something about it. Many students unquestionably are leaving our colleges today in worse mental health than that which they possessed on entering. Many disciplinary problems as well as scholastic failures are attributable to the poor mental health of the student. Their dismissal without treatment or advice as to treatment is not only unfair to the individual student but a great waste from a social point of view.

In all fairness it should be pointed out that in recent years much thought has been given to working out mental hygiene programs for colleges as a reference to the bibliography appended hereto will show. A comprehensive program should include instruction in the principles of mental hygiene not only for the student body but also for the members of the faculty. In addition to this, provision should be made for individual work with students and faculty.

#### **Administration of the Mental Hygiene Program**

It is quite impossible to outline any hard and fast rule in regard to the administration of such a program. In certain institutions it may be feasible for the department of psychology to offer such courses of instruction. Much depends on the person who gives the course. He should have had some clinical training such as might be gotten as psychologist in a modern mental hygiene clinic. The material must be so presented that there is no undue interest in the morbid side; rather the normal is to be stressed. Such courses should be open to all freshmen, preferably as an elective. It would be well to offer advanced courses if the teaching personnel permits. Certainly students in the teachers' college should have opportunity for further study of the subject. In the medical school much more attention should be given than is customary now in the majority of schools.

Deans, advisors, vocational counselors, personnel officers and members of the instructional staff might arrange for regular meetings for study and discussion of cases coming to their attention. The resident psychiatrist or consulting psychiatrist should, if possible, attend these conferences.

In the smaller college, or as a forerunner to the establishment of

a full time position, a consulting psychiatrist can be of great value and assistance in the organizing of the instructional work as well as seeing professionally such students and faculty members as may be referred. It is not essential that he see such individuals on the campus. It is, however, a well known fact that in those institutions which have resident psychiatrists students soon come to consult them on their own accord. The attitude of the faculty may be a stumbling block here for should faculty members feel that only the definitely mentally ill are to be referred their attitude may condition that of the student body.

One ought not need to point out that the therapeutic work should be intrusted only to competent specialists in psychiatry. The professor of psychology may have a good understanding of the theory underlying mental difficulties but almost always he is lacking in clinical experience and in a true appreciation of the organism as a whole. I do not mean to imply that all problems in mental hygiene should come to the psychiatrist—there are many problems which the dean of men, the personnel officer or the vocational counselor fortified with a knowledge of mental hygiene can and should handle. Probably, however, the ideal place for the mental hygiene program is to be administratively placed is in the student health service, organized to look after the *health* and *hygiene*, mental and physical, of the student body.

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President Sanders: We have plenty of time for a discussion and for any questions you may want to ask Dr. Schumacher. I think for the next fifteen or twenty minutes we may discuss not only the general subject, but any particular problems which you may have had to handle.

Dean Cloyd: I would like to ask Dr. Schumacher this question: If the conditions in your college are such that you have not been able to persuade your board of trustees to put into your faculty the type of man you suggest, and you are located in a city in which is also located the Hospital for the Insane, do you think an effective combination might be worked out without disastrous effects on certain students by working out a connection between that institution and yours?

Dr. Schumacher: So much will depend on the individual psychiatrist in that institution. By and large, I would say that the average psychiatrist in such institutions is not such that you would be willing to refer the students to him. There are some excellent psychiatrists at some of these institutions. But sometimes a little deviation from the normal, such as withdrawal from social contacts, a little day dreaming, etc., may impress them unduly with reference to dementia praecox. Moreover, the average American still has the impression that a State Hospital is an Insane Asylum; and the average student, if he

is sick, will not go to such a place, and if he is too sick, he perhaps would not get much help.

Dean Rienow: To what extent have you been helped or encouraged by the new battery of tests to discover emotional instability of students? To what extent may that be useful?

Dr. Schumacher: That is a big question, for this reason: Most emotional tests are still in their infancy, and I am not at all certain that a great deal of value is to be derived from them. For instance, take a certain test I give youngsters before adolescence and after. You would think something serious has happened. Yet, it is due to nothing other than adolescence, the establishment of puberty. I doubt if I get anything from this test that I could not get from a comparatively short interview.

Dean Rienow: That is not quite my point. The question that interests me is to what extent can we as Deans of Men rely on them in order to decide to refer a man to a psychiatrist?

Dr. Schumacher: Such tests as for example the Laird Colgate tests might well serve to sort out the students who give a large number of observant emotional responses. These students should then be seen for a personal interview by the Dean of Men. If in such personal interview the test results are borne out the student would be referred to the psychiatrist. Personally, I should hate to have all of those who have certain reaction to, say, the Laird Questionnaire, referred to me. Does that answer your question?

Dean Rienow: Yes.

Dr. Schumacher: I think these questionnaires have value, and may be useful if followed up by a personal interview.

Dean Rienow: Would they not be valuable, in a rather circuitous way, to develop contact?

Dr. Schumacher: They can be of value in giving the dean an idea of the student's make-up and potentialities for disasters.

Dean Metzger of Rutgers: I have referred several of our students to the department of psychology. In every case the psychiatrist has treated them as abnormal, when it seemed to me, the student was normal. I am not offering that as an adverse criticism, but it puts most of us up against a serious problem. What I wanted from the department was advice as to what to do, whether he should be taken out of college, or subjected to some particular environment, and if so, what that environment should be. I don't know how the other men are situated, but that is my problem, and a serious problem. Have you any light to throw on it?

Dr. Schumacher: That takes me back to the remark I made, that unless he has had clinical experience, he is apt to over-evaluate the symptoms. What interests me in working with college men and women is the fact that in just a few interviews, in a great many cases, you can straighten them out so that they will go out and handle their own problems.



Dean Arnold of Brown: At Brown we have a group of doctors, including a psychiatrist, who work in close cooperation with the Dean, and in close harmony with the faculty. Luncheons are given once or twice a week at which both the Deans and the doctors are present. The doctors may bring up questions, or the Deans may bring up questions. We have tried at Brown to make the relationship between the student and the doctor a more or less voluntary one.

If possible, I think the student should want to come. Therefore, we do not refer a man to a doctor unless we think we must. On the other hand, I bring a case before the psychiatrist, and the doctor may say, "You had better send the man to me, and let me look him over," or, on the other hand he may say very often, "We will watch him for a while." If the doctors feel that they should refer a student to the Dean, they do so.

At the Women's Affiliated College, they do the thing in a much better way. Cases are discussed with the doctor (to get his advice) but often the students never see the doctor. We have a group of officers of various sorts, who might be called personnel officers. They also meet with the doctors at times. The idea is that these men may bring students to the doctor without the Dean knowing it, or they may report to the Dean for advice. The faculty members also may send a man to the doctors without the Dean knowing it in advance. This system should grow. I believe that it is better to have the system develop slowly. Boys sometimes come to our psychiatrist voluntarily. Of course, there are some cases in which the psychiatrist calls up the Dean and says, "This boy must come." We don't have many such cases, but they do occur once in a while. I think the ideal way is to get the faculty and deans working in harmony with the doctors.

Dean Rienow: I would like to take exception to one statement made that I think is fraught with considerable danger. That is to have the faculty people as a group place their attention upon psychopathic problems with the idea of making a selection of students to send to the psychiatrist. Whatever you may say about the popularity and value of psychiatric hospitals, I have grave doubts about that case, because there still remains the stigma attached to the student of having it known that he is directed to the psychopathic hospital. Our own physicians find that their greatest problem; our doctors are trying to find some contact; Dr. Schumacher struck the right note in saying our contacts should be made with him logically, through the Department of Health; it is more logical, if the Dean of Men, or the Personnel Officer direct the student through that channel. The same is true of the department of neurology, still it does not have the stigma that the psychopathic department does; we will get hold of a larger number of students than otherwise, but the danger arises in getting the faculty people into this set up. There would be a tendency to note even slight irregularities and to judge them an indication of a psychopathic condition. That strikes me as dangerous.

Dean Arnold: I might have been misunderstood. I did not mean that the faculty member always sends a student to the psychiatrist. He may send him to the surgeon or to the physician or to the Dean. The mechanism of getting a student to the doctor is a very difficult thing to handle. We try to have as little red tape as possible.

I think in a general way our system at Brown works. I have no sensitiveness about a member of the faculty referring a student directly to a doctor, provided the doctor thinks it is the proper thing to do. We work in such close harmony, having one or two meetings each week, that every case is thrown on the table. I think the point you bring out is a delicate one. We call our doctor a neurologist, or a neuro-psychiatrist; he works from the medical end. I do not think our students have, and I hope they will not get any feeling of sensitiveness at being sent before him. We don't want to raise a question there that might cause trouble later on.

Dean Rienow: Don't you find students sensitive about being sent to the psychopathic hospital?

Dean Arnold: We do not have a psychopathic hospital at Brown. We have an infirmary, and most of these boys go to the infirmary. Our doctors say that, in general, you would not expect to have among the serious cases more than five per cent, or a maximum of eight per cent of students. As time goes on, we hope to have a group of personnel men who work under the Dean's office, and who will handle the cases which are not particularly serious.

At Pembroke College for Women they have advanced so far that the doctor often does not see the girls at all; the personnel officers bring up the cases for discussion, and the doctor suggests a method of treatment. In this way the girls often do not know that they are being treated or considered by the psychiatrist at all. I think it is very dangerous if a man who does not know sufficient medicine begins to treat cases independently. By the time the neurologist comes in, things are often worse. Our hope and our expectation is to get away from this so that the student will be referred to the neurologist when there is something seriously wrong with him. The other day I had a boy in whose work was falling off. I said, "Are you in good health?" And he said, "I think I am, but I have been losing weight; I am doing too much outside work." He was not getting enough sleep, and was not getting the food he ought to have. He said, "There is not anything the matter with me but I have to earn most of my own way." He said he was nervous and irritable and could not study as he had done previously. I said, "Hadh't you better go and talk to one of our doctors?" He said, "I wish you would let me try it myself for a while, I think I will pull through. I told the doctors of the case at our next meeting and asked their advice. They thought that he should be sent to them at once. I said, "It is a delicate situation. Shall I tell him he *must* come to you?" They said, "Yes, it's the only thing to do." This boy does not know he is going to a psychiatrist. He isn't told he is sent to a neuro-

psychologist. He knows he is going to a physician. I wrote him a note, telling him to make an appointment for the following Tuesday morning with our doctor to talk his situation over. The procedure seems to work out fairly well. We do not have many cases like that.

Dean Rienow: That is why I wondered; the faculty men should get in touch with the Dean; I don't think the faculty men ought to work directly with the doctor, or the psychiatrist or the department of neurology.

Dean Heckel of Missouri: We have a psychiatrist who is also assistant dean. Some of our faculty thought at first a psychiatrist as assistant dean is rather anomolous. The students do not seem to object. I want to know if you find the attitude of resentment at being sent to a psychiatrist?

Dr. Schumacher: I haven't found any resentment on the part of students sent to me by the Dean. My feeling is this: The majority of students today are willing to recognize that there are people who can help them through their difficulties, and they come willing to discuss their problems. The big thing is this: Do the men who see them first recognize just what kind of individuals they are dealing with? Of course, one way of doing this on a large scale has been that suggested by one of the Eastern schools, of having the psychiatrist or psychologist carry on a conversation with the student at the time of the physical examination, asking why did he come, how he is getting along, etc., and noting the student's reactions. If he suspects difficulty he arranges for a personal interview with the student.

Dean Clark: Is there any simple, effective way whereby the members of the faculty can be given this "absent treatment?" My own opinion is that there is quite as large a proportion of the members of the faculty who need serious treatment as there is of the student body. Now, how to lead a member of the faculty gently to the psychiatrist, is the question. It is not going to be my problem in the future, but it is the problem of the University. Some members of the faculty need this treatment worse than the students do.

Dean Arnold: I hesitate to break in again, but it is true. Dean Clark has brought in a very important point. The psychologist often knows more about certain members of the faculty than anybody else.

Dr. Schumacher: That is true. In every faculty that I know anything about, certain members of the faculty are being treated, or have been treated, by the psychiatrists.

Dean Clark: Is that absent treatment?

Dean Arnold: No. Perhaps we are unusual, but we find certain members of the faculty who have been successfully treated.

Dr. Schumacher: Possibly as a result of my contacts at various colleges in Ohio I have had members of faculties come up of their own accord from those institutions. I have had, of course, to refer them elsewhere. In other words, just as soon as we can do a better job in the field of mental hygiene, just that soon we can reach the faculty.

It is true there is some feeling about consulting a psychiatrist. But a college psychiatrist, a director of child guidance, they have no particular objection to consulting. There is no feeling about waiting in my office where a lot of youngsters are seen by the members of my staff as well as myself. They sit there with the children. A clinic is a different matter from the old-time State Hospital.

President Sanders: Dr. Schumacher, how would you advise the Dean of Men to handle a case of excessive masturbation?

Dr. Schumacher: First, it is just a symptom; there are underlying causes; he has no outlets. He is usually discouraged, and falls back on himself. When asked the question, you answer, "It is not going to drive you insane. It is your feeling of guilt that worries you." One goes back of the feeling of guilt and gets at the underlying cause of the thing. I think that is the way I have had such success as I have had in these cases. I think you will find the student comes along tells he doesn't do it as much as formerly, once he has understanding of the underlying causes. If he finds he can't handle his conflicts, he avoids people, he thinks they can tell it by looking at him. One student said that he knew the dimple in his chin showed it. For once the family album came in handy, for it showed all the family had dimples. But instead of talking about the particular act the individual commits, regardless of what that act be, get at the reasons why and I think we will have some success with these problems.

Dean Graber: I am very much impressed with this address, because it is different from other addresses I have heard. It recognizes sublimation. Some psychiatrists tell us that sublimation is impossible. I have found in many individual cases that the individuals can sublimate their emotions. I had one young man who was particularly artistic, who was working in the stockyards, in contact with all sorts of crude characters; he was unhappy and wretched and did not know what to do with his life. I worked with him and he gradually sublimated his mental distress. He is now one of the best dramatists and critics in the school. He is to a very great degree sublimated. He is one of the most artistic men in the school, and so recognized by the students and faculty.

Dean Bosworth: One of my friends says a psychiatrist is not capable, worthy of trust and confidence, who has not completed his psychiatry with a medical course. I would like to hear you on that.

Dr. Schumacher: Psychiatry is a branch of medicine; you are dealing not with the mind alone, or the body alone; you are dealing with the entire organism; hence, the individual doing that should have had training in medicine. The medical profession, unfortunately, at the present time, concentrates too much along the physical and not enough along the psychical line. I do believe therapeutics should be practiced by one trained in the field of medicine. As I said, "Mental hygiene is an art in the application of knowledge derived from certain

basic sciences." Those sciences each have something to contribute. It is a wide field.

Dean Bosworth: I suppose all of us come in contact with insanity, or dementia praecox. Could you give us a series of tests, or two or three symptoms that are relatively important, or tell us what symptoms are not?

Dr. Schumacher: That's a pretty hard thing to do for there are no absolutely certain tests or symptoms upon which one could make a diagnosis of beginning dementia praecox. It must not be forgotten that some of the symptoms of dementia praecox, as given in the text-book discussion on this subject, are to be found in otherwise quite normal individuals. In general the shut-in type of personality is to be regarded with certain suspicion. By this type of personality I mean those individuals who find it extremely difficult to make social contacts and hence keep much to themselves and who in turn spend much of their time in idle day-dreaming and in phantasying their successes rather than in an active participation in things. If one goes back in the life history of such an individual one may find that ever since early childhood he has been shy and seclusive and withdrawing from contacts with reality, that he has appeared dull, and that as time went on these symptoms increased so that finally he shows no interest at all in his fellow men and does not participate in any activities, but rather sits about in a listless apathetic way, interested in his own thoughts. As the disease progresses there may be a certain amount of superficial religiosity. This frequently leads to hallucinations, in which the individual is seeing God or where he is hearing either the good spirits or bad spirits talking to him. There may be some delusions. However, it must not be thought that all of the future dementia praecox cases are of this type. One may get a history of considerable family conflict, usually in the sense of overprotection on the part of the child by one or the other parent, which overprotection grows out of the maladjustment between the parents themselves. An intellectually brilliant child may suffer a mental break of the dementia praecox type. In these instances one finds that the child has difficulty in emancipating himself from the home. Here we find those instances of parent fixation that so much has been written about in the last few years. These youngsters in failing to emancipate themselves fail to make normal emotional growth and when they come to puberty they find it difficult to face reality and adjust themselves to it. Hence we see an increase in masturbatory activities and the failure to pass through this stage. As the conflict over the failure to solve early emotional problems grows, one may see a let-down in the entire personality integration. In the intellectual field such an individual begins to do poorer scholastic work. Where his grades, let us say, in junior high school were excellent there is now a gradual increase in the number of poor grades in senior high school. Or this may not occur until the child is in college. He may be able to get through the freshman and sophomore years without any

particular difficulty, but as the world of reality and his need to meet it becomes increasingly more of a concern to him he may begin to show this let-down in junior or senior year. Hence we see that some of our future simple dementia praecox cases may go through college, may have done fairly good work and then on graduation be unable to go ahead. Such types frequently become bums and hobos. In addition to this intellectual let-down there is usually a let-down in mental reactions. They may become less interested in extra-curricular activities, withdraw more into themselves and then later show a certain amount of hallucinations and delusions. Should some particular stress and strain situation come along, such as the death of a beloved parent or financial reverses that make it impossible for them to continue in college and that threaten them with having to face the world of reality in making a living, there may be a sudden break.

In short then, we would look upon every child who shows a shut-in personality with concern as to his future well-being and I think before that the task in college is to become more intimately acquainted with these characteristics and try to aid the students in facing emotional problems. All of these individuals should have aid and assistance in making social adjustments. All book-worms therefore should be looked upon with suspicion. Here of course one must differentiate between the student who is of good intellectual calibre and who is really interested in scholarship and the one who is trying to use this as the only outlet available for him. On the other hand we may see the good student also engaging in extra-curricular activities and being an all-around individual. The other type will probably show all the characteristics of the shut-in character. These are the dangerous ones. A good life history should be required of every student. If not required for admission it should be undertaken in the early days of the English Composition course and then passed upon by one competent in the field of psychiatry and mental hygiene. Many of these students who will sooner or later break would come to light in this way.

Dean C. R. Ficken, MacAlester: I was much interested in the suggestion of freshman English as a medium of self revelation by the student. I wonder if Dr. Schumacher could suggest any particular theme subjects that would help to bring out this information?

Dr. Schumacher: In English composition?

Dean Ficken: Yes.

Dr. Schumacher: I think one thing in particular that causes students to be referred to me is the writing of autobiographies. Lots of times in reading such material, the teacher knows that is not the student at all. At other times the phantasies in the biography are so plain, indicating that the student is not living in the world of reality. I suppose other subjects could be assigned. For example, writing a report on a biographical study, in which the student would be asked to interpret the biography, which he will do, of course, in terms of his own life. In that way you can get an insight. There are other sub-

jects in the college course of much value in finding the maladjusted student. Biology, evolution and religion are the three subjects where I have found it wise to have instructional situations fortified with mental hygiene.

Dean Rasmussen: Suppose we do not have a psychiatrist in the institution, but do in the city; do you suggest that the Dean of Men, who may not know this particular psychiatrist, is justified in referring students to him?

Dr. Schumacher: He may have excellent qualifications, as far as training goes, and yet not have the training of personality to deal with young adolescents. It is true there are facilities for finding out if the psychiatrist is qualified—you may call the County Medical Society or get in touch with an organization such as the American Orthopsychiatric Society. Some men who deal with adult cases find it hard to decide what to do with these young individuals.

President Sanders: I suspect we had better bring this discussion to a close, for I know we could go on all morning.

On behalf of the Association I want to express to you, Dr. Schumacher, our gratitude for coming here and presenting your paper and answering the questions addressed to you.

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When the letters of inquiry suggesting particular topics for this meeting were sent, one of the suggestions was "Preparation for the Work of Dean of Men," and a number requested that it be made a topic, particularly in view of the courses now being established in some of our institutions of higher learning to prepare men for that work. I believe I am correct in saying that at Columbia University and at the University of Southern California courses are offered which are specifically stated to be courses for the preparation for the work of the Dean of Men. There was only one reply that indicated this might be a dangerous subject; one Dean thought it too controversial on the ground that we could split the Association open by a discussion of such a topic. That did not appeal to me. I thought we could ill afford to lose the experience of the men who have pioneered in this work. In asking them to tell us their experience in the field we are in no sense "putting them on the spot," as they use the term in gangland, but giving them an opportunity to share with us their success. The first speaker is none other than our good friend and adviser, Dean Clark.

## Preparation for the Work of Dean of Men

Dean Thomas Arkle Clark, University of Illinois

When I was asked to talk to you, presumably to tell you what my own preparation was for the job of Dean of Men, I came to the conclusion that I never had any. I was forced into the job without any preparation or qualification for the place. I think I should say nobody, at the outset, knew about preparation for the office of Dean of Men. I think it is pretty largely a matter of intelligence, and not training. There are certain qualities a man must have if he is to be a successful Dean of Men. Dean Coulter mentioned some of them last night; youth, interest in youth; patience. I am called up at every hour of the day or night. Waked up at two o'clock in the morning, I was once, by a student who wanted to know how many sons the Kaiser had. Matters of all sorts come to me before breakfast, after dinner, in the night. Infinite patience one should have. Anybody thinking of taking the office of Dean of Men without a sense of humor had better go shoot himself. He will have an unhappy life. He must have that. I remember that coming from the meeting at the University of Minnesota a few years ago, Dean Coulter said to me, "Clark, I think you and I were the only people there who don't take our jobs seriously." That is a point of view which will help you to get along. Interest in humanity, in human nature, interest in persons, unwillingness to let a thing go by default, these are necessary. He must have courage, too, backbone, and independence.

And as I try to analyze these characteristics, and to see whether I had any training that would develop these things in me, I decide that perhaps I did have. That training was mine unintentionally, not of my own volition, but it helped me to do the things I was called on to do as Dean of Men.

I was the youngest child of seven, an adopted child, eleven years younger than my next foster brother; petted, given all sorts of privileges, not given any responsibilities. And then suddenly, without any warning at all, my father died. I was fifteen, and I weighed seventy-five pounds. I was little, and always getting weighed, to see if I had gained any. I had at once the responsibility of being the head of the house, and then of looking after mother, who was at that time sixty-five years of age. I had to run the farm. I had to do everything that was done on the farm. Those of you brought up in the country know what that means. There were no riding cultivators, no self-binders, no labor-saving machinery. At seventeen I had run the farm two years. Mother was a very sensible woman; she gave me the responsibility; I made the decisions; I did as I pleased. I came, I went, as I chose. I think that responsibility was one of the things which prepared my soul for the job I had to fill afterwards, as much as anything that ever came to me.

I taught a country school for three years before I went to college,



where I had all sorts of people to deal with, people older than myself, people larger than myself. I remember one boy once asked me: "Sometime if you ask me to do something and I say I won't, then what?" He was six feet, and weighed a hundred and sixty pounds. I said, "You are not going to tell me that, so I shall not have to deal with that problem." It was that sort of thing gave me training.

I went to college at twenty-four and I had to make my own way. In college I got the best sort of training by being a politician. I tried to adjust myself to conditions. I do not say it boastfully, but I ran for but one office. I prefer to this day to manage the other man's campaign. I would rather today manage to get the other man elected than myself.

I had no intention of teaching. I intended to be a newspaper man. But there were conditions when I got out of college which made it desirable and very necessary that I stay in the college town. I was offered the position of principal in a grade school of five hundred children. I never had been in such a school. This school was in the slum district of the town. I made investigations during the year I taught there and ninety-five per cent of the boys from six to seventeen years of age, smoked, or chewed, or both. You could shake a plug of tobacco out of any boy any time you got hold of him. They were children of the saloonkeepers and prostitutes of the town, and all colors. I weighed one hundred and seventeen pounds then and they all told me I would be run out in a week, and I thought maybe I would. But I had been elected to run that school and I proposed to do it. I tried kindness, and it didn't appeal to them. I tried force and then they were ready for kindness. During that year I learned as I never had learned before—that you can't always judge by exteriors. Those boys I had to do with there were pretty good boys, after all, and they had pretty good qualities. After they saw I was running things, they came to time, and are my friends today.

If I were telling you, then, what kind of training to get in order to be a Dean of Men, I would say some of these things which I have been through have been of the greatest help to me. I can't say I have been helped by any subject I have ever taken in college. Maybe I have been unconsciously helped. I don't know what I would have you study. I never had any psychiatry, or psychology. I had "mental science," I think, by somebody named Porter; I know it didn't do me any damage, and I doubt if it did me any good. I had some sociology; that is quite harmless, I am sure. I would say to you, as far as I, myself, am concerned, I got more discipline, more training from foreign languages than from any other subject.

I think personal knowledge of human nature, and belief in it, an attempt to understand individual problems which you may not yourself have had to do with, but which you have had sympathy and intelligence enough to attempt to understand—that is the main thing. I don't know whether you can learn that or not. I doubt whether anybody can be

taught much except the mechanical things which may help in some way to make more efficient the office of dean of men. Natural ability is the main thing; and after that the broadest general training that we can get is helpful.

## Preparation for the Work of Dean of Men

Dean Joseph A. Bursley, University of Michigan

I am afraid that I am not in sympathy with the idea of any fixed course of training for the position of Dean of Men. I do not believe that it is possible to prepare oneself for this work by taking certain prearranged courses of study. The best and most successful Deans of Men are born and not made. They are men with a broad outlook on life, who have a background of culture and refinement, who have a personal interest in young people and their problems, who are sympathetic and yet not sentimental in their points of view, who are friendly with the students and yet command their respect, who are blessed with infinite patience and a keen sense of humor, and who do not take themselves too seriously. These are the traits and qualities which I feel a successful Dean of Men must have, and they cannot be acquired through any fixed curriculum. The best preparation for the work is a broad general education, followed by years of experience in dealing with young people, and accompanied by a determination to take an optimistic view of the world and its problems, no matter how pessimistic he may be tempted to be at times.

I realize that there are certain technical subjects such, for example, as mental hygiene and vocational guidance, which require special training, but it is my theory that these subjects should be handled by specialists who may, or may not, be a part of the staff of the office of the Dean of Men, leaving the dean himself free to lay out the general policies of the office and to consult and advise with the many students who want to talk over their problems and difficulties with an older person, who will listen to their stories with a sympathetic understanding.

One qualification which a successful Dean must have, and which I have not mentioned before, is a willingness to do what he feels is for the best interest of his college or university, even though this may be unpopular at the time. Students in general are fair in their judgments, and if a dean is known to be fair and impartial in his decisions, he will command their respect and support. He must be reasonable but not vacillating, firm but not uncompromising, and above all else he must be able to see the other fellow's point of view, particularly the point of view of youth. None of these characteristics does he obtain from a course in college. They come from time spent in the school of experience.

A dean must be sensitive to student thought and opinion, but he must not be too thin-skinned. He must be willing to be on call at any time of day or night, and he must be able to see the fun that sophomores get out of leaving a note on an unsuspecting freshman's desk telling him

to call 7721 (or whatever the dean's telephone number may be) and ask for Tommy, or Nick or Scott or Joe, who are said to have left word for him to call. Perhaps the proper preparation for this experience is a course in the psychology of understanding. But even that could hardly be expected to prepare one for a question once asked of a certain Dean of Men who was awakened at three a.m. by an insistent telephone. When he took up the receiver and answered the call, a voice at the other end said in a rather unsteady tone, "Why Joe, you old sport, what are you doing up at this time of night?" The reply will not be recorded here. All I will say is that after he got back in bed, he laughed to himself, then turned over and went to sleep. The ability to go back to sleep in a hurry after being called in the middle of the night has saved many a dean from becoming a nervous wreck, and the inability to do so has nearly driven more than one to the madhouse. Just what college course will best train one in this habit, I don't know, but I'm sure that all deans who have children will agree with me that there can be no better preparation for a rapid return to the Land of Nod than the experience of walking the floor for several nights with a wakeful infant, especially as said dean knows that if he doesn't go to sleep as soon as the junior becomes quiet, he probably will not sleep at all, as the young tyrant will undoubtedly call him again before long.

There is one place where I believe that preparedness is absolutely essential to the success of a dean of men—that is in the selection of a wife. The very best preparation he can have for his work is to marry the right woman. If she is the right kind, a dean's wife does just as much to earn his salary as he does, and if she is not, he might as well quit before he starts.

And so if he gets the right start and has the patience, humor, courage and sympathy already mentioned, what he needs is an open mind, a broad general education and a fund of experience. If he hasn't these qualifications, no amount of theoretical training in courses reputed to prepare one for the work of a dean of men will do him any good in my opinion. He is either cut out for the job, or he isn't, and that is all there is to it.

## The Dean of Men's Preparation for His Work

By Francis F. Bradshaw

Mr. Chairman, ladies and gentlemen, I am pleased that it is my privilege this morning to come on the end of the program. This somewhat reverses the order of events in my father's experience when he first entered the ministry and preached in his home town church. My father belonged to what was called the Old School Presbyterians and his uncle, also a minister, to the New School Presbyterians. The point of difference was their theory of the atonement which was adhered to by the old school and not by the new school. My father preached on the text which refers to the necessity that the grain of wheat fall into the ground and die before it shall live again and used that to illustrate

the chemistry and biology of the spiritual life in which through Christ's death we live again. At the conclusion of his sermon he called on his uncle Tom to pray, and uncle Tom began his prayer as follows, "Oh Lord, I thank thee that we do not believe that we are saved by any chemical processes whatsoever."

The preceding speakers have testified to their belief that in our deanly world we are not saved by any training processes whatsoever. This makes it little difficult to talk about the dean of men's preparation for his work. The last speaker, however, gave me some hope through his statement that while deans were born and not made, they might even so be yet made better by preparation.

I did not see any way to complete my part of this assignment without more information than I could possibly get except by the humble and vicious method of the questionnaire. Accordingly I sent out to sixty-three deans the following questionnaire:

Name..... Institution.....  
Date of entering the deanship..... Degrees held.....  
Subjects of major study.....  
Manner of entrance upon deanship.....

What *subjects of study, interests, abilities, or work experiences* have in your case constituted your preparation for successful work in the deanship? .....

What formal training for the job have you given yourself since entering the deanship? .....

What would you regard as essential elements in a training program for the deanship? .....

I did not attempt to send these questionnaires to all the deans but to those who have attended this Conference the most regularly during the last three sessions. I thought by that method to get the experience of the most typical deans. Forty-seven deans returned the questionnaires, a return of 75% and very high for questionnaires, especially from deans. Of these deans six had entered the profession before 1918 and thirty-seven since 1918. Of the latter twenty-four had entered since 1923 or within the last eight years. This indicates the rather recent character of the office and its rapid growth since the war.

The academic experience of the deans has been extremely varied, there being listed twenty-three different subjects of special study in response to the question referring to that topic. There were seventy-eight mentions of such study. These are as follows: Modern languages, 6; educational administration, 3; education, 7; mathematics, 3; psychology, 12; philosophy, 3; religion, 4; sociology, 4; public speaking,

2; history, 4; classics, 5; English, 3; astronomy, 1; chemistry, 3; political economy, 2; economics, 1; biology, 5; engineering, 3; geology, 1; law, 1; agriculture, 2; physics, 1; and military science, 1. In spite of this diversity there is some ground of unity seen in the fact that thirty-five out of the seventy-eight mentions occurred among the subjects of educational administration, education, psychology, philosophy, religion and sociology. In other words six out of the twenty-three subjects, about a fourth of the twenty-three subjects, had about a half of the mentions supplied. This might be used as a basis for some assumption that these subjects are more akin to the work and life interests of the deans than the languages, natural sciences, etc.

Forty-six out of the forty-seven gave some reply concerning the manner of entrance on the office. Of these eight were not clear, nine came in from outside the college, and twenty-nine entered from college positions. Of those who entered from college positions, sixteen came up through teaching with committee work and advisory experience. Thirteen came in from definitely administrative positions, such as chaplain, "Y" secretary and other types of deanships, alumni secretaryships, etc. Of the nine who came in from the outside five came from secondary school positions, one from the Congregational ministry, one from personnel in industry, one from a course in personnel administration, and one from clinical experience in psychology and psychiatry.

Thirty-eight answered the question concerning formal training on the job in a definite way. Of these there were twelve mentioning reading, six held Master's Degrees in psychology, seven mentioned annual conferences, four summer schools, three institutes, one personnel meetings, etc. From the various answers I would judge that twelve of the forty-seven have done what might be called formal training work either in regular session, summer school or institutes. Of these twelve one entered the office before 1910, one in 1911, the other ten since 1920, most of them since 1923. This would appear to indicate greater tendencies to be interested in formal training on the part of those who have entered the profession most recently.

Thirty-eight of the forty-seven have Master's Degrees, thirteen Doctor's Degrees, and all forty-seven have the equivalents of the A. B. or the A. B. itself.

In regard to the recommendations for a training program and manner of entry into the deanship I was particularly interested in seeing if any changing trends were evidenced, so I divided the forty-six who replied clearly on those two points into two groups, the first twenty-three and the last twenty-three to enter upon the office. Of the first twenty-three eight recommend formal training of definite content while thirteen of the last twenty-three made this recommendation. This would indicate a greater acceptance of the belief in the value of formal training among the newer deans. Twelve of the first twenty-three came from faculty teaching positions into the deanship. This is also true of the last twenty-three, exactly twelve having so come. This would in-

dicade that although formal training may be emphasized it will probably be training on the job rather than training before the job, since there is no tendency to shift to the selection of deans from graduate schools or teachers training institutions or any such sources of preparation.

Thirty different items were mentioned by the various deans as constituting assets to them in their work. These are hard to classify and in many cases overlap, but they are as follows: Study of human nature, secondary school experience, psychology, sociology, interest in boys, teaching experience, administrative experience, coaching activities, community contacts, boys' work, philosophy, student activities, military personnel work, vocational guidance, industrial personnel work, sense of humor, common sense, business experience, pre-medical experience, educational study, English literature, public speaking, war experience, being a father, mental hygiene, hobbies, the theory of democracy, a good disposition, intellectual interest, classroom experience. Administrative experience leads this list with fifteen mentions, psychology coming next with twelve, secondary school experience eight, study of human nature and participation in student activities seven each, teaching experience six, sociology four, industrial personnel three, study of education and war experience each three. Others have only one or two mentions.

I think it is significant with regard to the formal training concept that not only did a certain group of subjects and experiences lead in value to those who had them, but that work suggested as advisable formal training elements by those who did not have them were mainly psychology, sociology, education and administrative experience. While no one was inclined to recognize the value of subject matters in preparation as equal that of personal qualities and experience, yet I believe the questionnaire shows definite evidence of a consensus of opinion that certain subject matters would be a valuable training content.

All professions in their early stages recognize no training program but require an apprenticeship period. The more definitely a profession tends to be an art rather than a science the greater the difficulty in setting up any formal training program and getting away from the apprenticeship stage. It is clear that the dean's work is an art as well as a science, and I personally would be willing to say it is more an art than a science.

My own feeling is that at the present time the deanship stands to some extent at a fork in the road. This fork asks us whether we are to be solely campus disciplinarians or whether we are to be administrative coordinators of the institution's work from the point of view of the whole individual student and the point of view of group life of students. The discovery of the genuineness and permanence of individual differences by modern psychological science, the rapid expansion of our campus communities, and the discovery that while individuals may differ and individuals may be analyzed into traits yet somewhere the individual has to have a unity which runs through all these traits and

must be dealt with not as a case of some kind but as a person, all these things conspire to set up a demand for a real administrative co-ordination office resting on these fundamental points of view.

If we are to develop a more comprehensive line in our work rather than the exclusively disciplinary line, we need not only to know our own job, but also adjacent specialties, so that I feel that the formal training program of a dean should be worked out to include the following:

A. Study of Procedures

B. Study of Affiliated Specialties:

1. Mental Hygiene
2. Vocational Guidance
3. Educational Guidance, Testing, Psychological Work
4. Philosophy and History of Education
5. Educational Sociology

By the study of procedures I mean the study of experience of all dean's offices with those various processes which go to make up so much of our work today, such as our duties with fraternities, dormitories, loan funds, scholarships, rooming house conditions, etc. Surely the great value to be found in such a pooling of experience is evident to us all.

In summary may I say that I admit that from the point of view of personal qualities the dean must have been born, that in reference to his experience much of it must have been obtained before entering upon the deanship and in ways not susceptible to formal organization and teaching, but that in regard to subject matters in the procedures of the office, in the knowledge of affiliated specialties in the institution, in the knowledge of the sciences of psychology, sociology and education there is much that deans on the job could study with profit during leaves of absence and summer terms. And may I in conclusion, Mr. Chairman, present a quotation from Woodrow Wilson, speaking as President of Princeton University, which to my mind illustrates the appropriate deanly attitude toward students the happy avoidance of any of the defects of spirit which may come to one who feels that being trained he is now an expert:

"If I am constantly in the attitude toward you of instructing you, you may regard me as a very well-informed and superior person, but you have no affection for me whatever; whereas if I have the privilege of coming into your life, if I live with you and can touch you with something of the scorn that I feel for a man who does not use his faculties at their best, and can be touched by you with some keen, inspiring touch of the energy that lies in you that I have not learned to imitate, then fire calls to fire and real life begins."

This is the fundamental law by which we influence students. Neither training, nor personal qualities, nor experience can substitute for it. It can use the richest of all that we can acquire.

## The Dean of Men's Preparation for His Work

C. R. Melcher, University of Kentucky

In welcoming our conference to the University of Tennessee, President Morgan acknowledged defeat in his attempt to find in the dictionary or encyclopedia, any mention of Dean of Men, or his functions.

Dean Clothier also began the discussion of his topic, vis, "The Relation of a Dean of Men to Personnel Work," with the question: "What is a Dean of Men"? and later he asked in what respect the duties of a Dean of Men differ from those of a Personnel Officer.

The discussion that followed Dean Clothier's paper disclosed a decided difference of opinion as to whether the contact and cooperation of the Personnel Department should be more closely connected with the Department of Psychology or with the office of the Dean of Men.

In view of the fact that the sphere of action of a Dean of Men seems still to lie within a twilight zone, I find great difficulty in my attempt to chart a highway leading to this special deanship.

In a survey of the roster of membership of the National Association of Deans and Advisors of Men, which takes us back to 1909, when the office was first created at the University of Illinois and Thomas Arkle Clark was appointed Dean of Men—or perhaps a more accurate statement would be, when Dean Clark himself created the office of Dean of Men, I find that within the following decade, at least eight other Universities have followed Illinois' example. The order is as follows:

University of Iowa, 1913, Dean Robert Rienow  
University of Kentucky, 1914, Dean C. R. Melcher  
University of Wisconsin, 1916, Dean Scott Goodnight  
University of Minnesota, 1917, Dean C. E. Nicholson  
Purdue University, 1919, Dean Stanley Coulter  
University of Indiana, 1919, Dean C. E. Edmonson  
Stanford University, 1920, Dean G. B. Culver  
University of Michigan, 1921, Dean Joseph A. Bursley

Practically all of the deans of this first decade had held professorships in their Universities a number of years before their appointment to the deanship, and in addition to class work, they had served on various important committees and were also interested in the student and his activities.

This "probationary" period in several cases ranged from twenty to thirty years and as a result the majority of the deans were men of mature years and academic experience. The first Conference of Deans of Men was held in 1917 at the University of Illinois, Dean Clark was President and about ten or twelve attended. In the following decade, that is, from 1921-1931, we find a majority of the old deans still in harness with their numbers, however, so increased throughout the



country that we have now an Eastern, Middle-West and Western Conference. The practice has still prevailed rather generally through this second decade of appointing a member of the faculty who has demonstrated administrative ability and a sympathetic attitude toward student problems to the position of Dean of Men.

The exception to this practice is the appointment of deans who are younger, both in years and service and who have got their preparation for the work by service in a dean's office. The fact that young men who have had such experience are being sought by many institutions seems to indicate that during the coming decade such preparation may be demanded of candidates and perhaps some special degree to fit the situation may be required. The fact that Columbia and other large Universities are now offering courses that are intended to cover the duties of a dean of men seems to strongly indicate this trend in this direction.

But whatever requirements the future may develop for the office of Dean of Men the essentials for success will always remain the same, namely:

1. Common sense (a divine gift)
2. Fairness
3. Patience
4. A consuming desire to be of service to youth.

Under present conditions, I believe the best preparation for the work of Dean of Men may be gained from just such conferences as the present one. After intimate contact for three happy days with the deans of almost one hundred Universities and colleges we will surely return to our work with broader ideas and renewed energy.

## Preparation for the Work of Dean of Men

Dean Robert Rienow, University of Iowa

I can say mine very briefly: "Ditto."

Perhaps I arrived at the position of Dean of Men in a little different way than possibly any of you men did. It was wished on me in a different way. Most of you men, perhaps, have enjoyed coming up to your position through the institution with which you are associated; you had a background; you had a knowledge of the organization of which you were a part; you had been a member of that faculty, you were known by the students. Dean Clark's ability to be Dean of Men was, perhaps, rather well known to the students, when he came to that work. Now, it is a rather different situation when the President of a University comes to a man whose entire experience has been in high school work, and says to him, "I would like to have you come to the University as Dean of Men." Back in those primeval days I said,

"What's that?" Now, I don't know, but I don't think he knew. In fact, I am quite sure he didn't. It was quite a serious decision to make, to come from a field in which you were interested, where you had been somewhat successful, where you had enjoyed your work, into unknown territory, with all the dangerous possibilities of failure, uncertainties and the question as to whether there was a place for you. I debated it for a number of months. I recall so well the night of my decision. I went to the University of Iowa at the request of Dr. Bowman. I was reminded of that last night when Dean Coulter spoke of the influence on us of those men who have visions and dream dreams. I want to pay this compliment to Dr. Bowman at this time; he was that kind of man. Young, full of fire and vigor, dreamer of dreams, a seer of visions. As we sat in his little study that night at his home, with the fire crackling, it was pretty near two o'clock in the morning; we had threshed it all out, but I kept coming back with the question, "What do you want me to do?" That question may have come to you. He said, "I don't know; if you do anything inside of five years, I will be satisfied. But," he said, "as President of this institution, with its multitude of duties, I would like to feel secure in the knowledge that no boy leaves this institution until I am certain that the institution has done all it can for him." That is the first time there broke upon my benighted mind, the vision of the possibilities of a Dean of Men.

Institutions were growing in point of size, he pointed out, and the time was past when the President of a University could know all of his men; the members of the faculty were selected because of their knowledge of their various subjects. All of these years, silently, forcefully, had been growing the problems of personal interest. The teacher of English, the teacher of chemistry are dependent on something other than having a class room and a textbook. The student, where he lives, what his environment is, what he is doing, these were very deciding factors in the teaching machinery of the institution and the product the institution was turning out. That was particularly true of state institutions which were growing by leaps and bounds. When I went to the University of Iowa the enrollment was some less than half of what it is now. Our Summer School session has quadrupled in recent years; and new problems, automobiles, shifting social standards, were making student life a much more complex affair. So, with that vision, I went into the work. I have been happy. My high school friends said, "You are foolish, you should not do that. You have a future in the high school work, where you will be successful. In college boys have passed the point where you can influence them very much, or change their conduct, or mental attitudes." I have not found that to be so. I do not believe there is any time in life where we can be quite sure that a person does not have in himself the power to change, provided the proper motives can be supplied.

I early learned the Dean of Men ought not to be a reformer, go-

ing into the work with the idea of making the world over. The students do a pretty good job with what we have given them. I early learned that the proper attitude in my work was not to set myself up as a dictator of conduct. It is difficult to say to students, "Young people, do this, do that." I am not so sure of my own judgment as that. I do think students welcome an opportunity to talk over their problems. Dr. Schumacher illustrated the point this morning. To send a student to the hospital or to the psychiatrist with the command that he go, is all wrong; you cloud your approach, immediately. But when the psychiatrist can get his confidence, develop within him the motive for doing something for himself, the problem is about half solved.

Now, that is about all I have to say. The problems are different, yet they are all alike. I think it is a mistake for us to assume that any person with good judgment, with an ordinarily reasonably well trained background, and these other qualities that these men have mentioned, cannot be a good dean of men. I have no particular qualifications for Dean of Men, and by the grace of God I might have been something else just as successfully. I don't think the young people need to feel that wisdom is going to die with this older generation. You will have new problems. You will need to deal with a speedy age, and you will have to speed up to meet it; you will have to deal with new conventions, new problems, and how you face them will be up to you. You will not get much wisdom from those of us who came up in the horse and carriage age. I have a great deal of admiration for these young men and women who are meeting these problems of today, and the manner in which they are handling them. I think one of the qualities that has always interested me is the development of the ability to see the weaknesses and foibles and mistakes of human nature in an objective, impersonal way, not to make them a part of our personal relationship with the student. Do you notice how difficult it is for a student to understand how you can sit down with him in your office and talk over things of real, intimate, personal relationship, and then assure him that when you meet him on the street, that is not going to come into your conscious relationship with him at all? I think the Dean of Men should develop a splendid "for-getter." That is the best thing he can have. I do not like to remember too many things about the students. I am quite certain those of us who are growing old in the service realize that many of the virtues of age are but the burnt out vices of youth. One of the things we may remember that will help us most is that when dealing with the boy and girl we are dealing with potentialities. I have seen too many boys snap out of it, and grow into success. Perhaps I do not agree with many of you in thinking a boy may do a bad thing without being a bad boy. That is a relationship we must thoroughly understand when the boy sits before us and talks over his difficulties very intimately, or possibly we may make some serious mistakes. You know post mortems are no good except to find out causes. In a hos-

pital who cares about a post mortem, except to find out what caused the death? Too many of us harp too much on a thing that has been done, saying, How could you do that. Aren't you ashamed of yourself? That does no good. We must look at that from an objective, impersonal viewpoint. We must understand we are not going to reform this old world, we are not going to make human nature over. That does not mean there is no place for helpful consideration of problems. I don't say advice, advice is such a cheap thing, so useless. As I stand before a group of freshmen I do not hesitate for a minute to say "I don't expect all of you to believe everything I say. I do not believe all of you will follow my advice. That is too much to expect. But I will have this satisfaction, at least. You will have the route charted to you, and you can make your own choice." That is what Deans of Men are going to have to do, and that is what I know you are developing, the ability to make decisions, and make right decisions. All sorts of problems come to us, because all sorts of men come to us, and therefore there is always going to be a place for a Dean of Men. His duties are large, his opportunities broad. There is going to be work for Deans of Men in commercial institutions. I was very much interested in the personnel work of one of our men for the General Electric Company, another of our men who works for the Jewel Tea Company. I visited him during the Christmas holidays, and I was very much interested to find out they had personnel men working there, working with the six hundred men, and with their families. Therefore, I am very optimistic for the future of this work. I do not know what training will be necessary. I will not say that no course has developed since my time that might perhaps have made me more proficient in my work. I am like Dean Clark, I am not certain but that if I had had more psychology, I might have been more proficient. I think I would have found myself better equipped if I had spent some time in that work. I am not at all sure there is ever going to be a course developed for Deans of Men, yet I do not think it is entirely true that Deans of Men are just born, and not made. I think, while they are born, they can be made better.

Thereupon the meeting was adjourned to reassemble at two o'clock p.m. when the meeting was called to order by the President.

## FIFTH SESSION

President Sanders: In connection with the Report on Policy, there will be opportunity for discussion of this paper, so we will not open the discussion now, but call on Dean Armstrong to discuss a policy and proposal which will be opened for discussion tonight.

Dean James W. Armstrong, Northwestern University: When I was assigned this job last year, I knew it was going to be an arduous one, and the more I worked at it, the more convinced I became. Many difficulties are involved in the formulation of a policy. One is difficulty arising through differences of opinion; another is the difficulty of

coming in contact directly and frequently with the men in the work. I presume if I had had a travel budget of two thousand or twenty-five hundred dollars, and a year's sabbatical leave in order to work on this, I could possibly have gotten a little more accomplished; but conditions could not allow for that. What we have attempted to do is simply this: You have in your hands here a report which as Chairman I worked out, after such consultation by letter as I could get, and with the limitations of time that were placed about the whole situation. We have had a few sessions individually and as a group, and with certain members of the Association; but this, at the present time, is really an attempt to give you something for the basis of your own thought and consideration. This is not, as you will soon recognize, a complete report on the policies of our Association. Rather is it an attempt to formulate these general ideas and purposes that will enable us in time to work out the future destinies of this Association, or possibly throw some light on how we as Deans of Men may do our work. Adopting the plan of our President, I think what we shall do this afternoon is to go over in some detail the report itself, and then give you the opportunity in odd moments on the pleasure trip this afternoon, and in your groupings about the hotel veranda to discuss the things, and then tonight deal with this more or less in a business session.

Dean Armstrong then presented the following report, with comments on the different items therein:

To

## The 13th Annual Conference of Deans and Advisers of Men

RE: THE FORMATION OF POLICY FOR THE NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN.

### FOREWORD

You will remember that in the closing session of last year's Conference of Deans and Advisers of Men, provisions were made for a Committee on Policy. This work was to be projected according to the needs of the situation, and was to be made a matter of report for the National Association at its meeting this year. May we review the general situation that confronts us, and state some of the general problems involved.

The work of the deans and advisers of men is no longer an untried project. It has existed now for over a quarter of a century, and has become an integral part of the organization of most of the outstanding universities and colleges of America. This work has, however, been approached from many different standpoints, and under many different forms of organization. It has varied to some extent with the personality of the dean, and with the local conditions under which he was working. Slowly, from these varied approaches, has come a greater understanding of the functions of a dean of men, and some insight as

to the conditions under which his work can be made more effective.

The same general statement can be made concerning the work of our National Association. It has been a small, informal organization, and little consideration has been given to its future. The present time is thought to be particularly propitious to give careful consideration to the progress that has been made, and to project, in so far as is possible, our future needs and plans. This statement applies not only to the work of the National Association, but also to our own individual work.

*How Can We Evaluate Our Work and Formulate Our Future Policies?*

In order to formulate our projects and policies, it probably will be necessary to carry on two processes at the same time. One of these processes is to record and carefully to evaluate the work that has been going on during the past quarter century. The second process is to make such plans as seem to be warranted from existing information. Herewith is presented an outline that is designed to be adequate to focus our minds on the general problems before us. The hope is that with this start we can work out in various directions to secure information and gradually formulate the policies and plans of our work.

*Projected Procedure for Formulating Our Policies, With Some Initial Suggestions as to the Direction Some of Those Policies Might Take.*

1. *Re: A Record of the Work Done in the Past by Our Deans of Men.*

A. Explanation.

The history and development of the dean of men's position in American universities has yet to be written. Is it not time to undertake the task? From such a history we should be able to derive certain definite benefits: 1. We can trace out the various approaches which our leading personalities have taken, note the differences in their situations, the problems they met, and the manner of meeting them. 2. We shall be able to point to the contributions made to American university life by our deans of men. 3. We shall be able to educate others on the nature of the work. 4. We possibly can be able to extract certain fundamental principles, concepts, and attitudes around which the work is organized. 5. We can preserve an intimate record of the inspiring personalities who have pioneered in this field.

B. Methods.

1. One method of accomplishing this would be to have certain of our deans of men write memoirs.

2. Another procedure would be to appoint a committee for the work, and have the committee collaborate with the various deans.

3. Possibly some writer of merit could undertake the project, with a view to preparing the materials in book form, and offering it to the general public.

4. Whatever method is used, would it not be wise to keep the project in close touch with our National Association, so that it could be

carried through without undue delay, and would be as valuable as possible to deans of men in general?

5. Perhaps it would be wise to divide the project into two parts: one to deal with the subject in a technical way, the other to be more personal and humanistic in its approach.

6. The project might be financed in various ways: 1. By general sale to the public; 2. By the aid of the National Association; 3. By any educational funds that might be secured for the venture.

C. Brief Suggestions as to Content.

1. General history showing origin of the position and the spread of the work into various institutions.

2. The specific reasons for creating this position in each university or college.

3. An indication of initial problems and the way in which the situation has changed with social conditions and educational ideas.

4. The development of the National Association.

5. The changes in the forms of student organization and interest.

6. The growth and development of the office staffs and contacts.

7. The human side of student problems; undergraduate psychology.

8. Administrative policies toward students, and the outcome of the policies.

9. Relations with faculties, administrators, and agencies outside the university.

10. Problems of student behavior, and materials relating to them.

11. An evaluation of the work which has been accomplished through the dean of men's office.

D. Some of the Men Whose Work and Personalities Should Be Included in the Project: Clark, Coulter, Nicholson, Bursley, Goodnight, Rienow, Melcher, Culver . . . . .

II. RE: A SURVEY OF THE WORK AT PRESENT.

A. Explanation.

In order to formulate our policies would it not be wise to get a comprehensive survey of the dean of men's position throughout the United States? How can we determine how to exert our influence and how to conduct our future policies without thoroughly understanding the needs of the various deans of men? Every year we receive inquiries from deans who have had no knowledge of the National Association. How much education in policy and viewpoint do our own members need? How much of the work represents an accumulation of activities rather than an integrated philosophy? Such questions can only be answered by a comprehensive survey. This survey should consist of more than a questionnaire. It will take considerable time to complete it.

B. Materials Covered.

1. Extent of the position in universities and high schools throughout the United States.

2. The nature of the position in each instance.

3. Salaries paid, and maximum to be expected in the position.

4. How the position was inaugurated and how it has been developed.

5. What each individual dean considers the future of his position to be.

6. What developments each dean would like to see brought about in his own institution.

7. The technical training of each dean, and what training he would like to secure in order to improve his work.

8. A statement of the relationship between his office and other departments, and an indication of whether the dean feels that the nature of his position is generally understood within the university.

#### C. Methods.

1. The survey in its initial stages might be delegated to one man, who, as soon as his first materials were received, could meet together with a committee for the purpose of interpreting and projecting his work further.

2. A committee might possibly break up the work and work jointly.

3. The survey might be a thesis project, if placed in the hands of one who could be considered competent and responsible.

4. We might turn some of the time of the National Association Conferences over to well organized pathfinding sessions, and then use a committee to follow up the work.

5. No particular finances would be necessary to underwrite the project, unless it would be funds for printing the report.

6. Some of these matters are to be considered at this Conference or have been considered at previous Conferences. All of this material can be used by the person or persons carrying on the survey.

### III. RE: THE DEVELOPMENT OF THE WORK.

General Explanation: As stated previously, it probably will be wise for us to go ahead with the development of those projects which seem justified, even with present information. We are sufficiently acquainted with some of our outstanding needs to be able to consider the following projects:

#### A. RE: A SUMMER SESSION, OR SUMMER WORKING CONFERENCE.

##### 1. Explanation.

Many men have felt the need and expressed the desire for a greater amount of instruction on the work of the dean of men. Certain universities have offered summer courses in counselling and in student problems. Would it not be wise for us to make direct provisions for such training? This objective could be reached by organizing a Summer Ses-



sion under the direction of the National Association, or in cooperation with the National Association.

## 2. Plans.

a. As an initial arrangement we are able to extend to the N. A. D. M. certain facilities at Northwestern University for carrying on a working conference or summer session. These facilities would be extended practically on a cost basis for the purpose of getting the enterprise established. There would be a dormitory that could be devoted exclusively for the use of the deans of men. Board and room could be furnished at a cost not to exceed \$12.00 per week. The central location of Northwestern University, the advantages of summer climate, and the proximity of the lake, may make the proposition of interest to the Association. This proposal is advanced for the coming summer, although at the present time it is believed that a similar proposal could be made for the summer of 1932.

b. The project can be accepted as an initial step toward the organization of a Summer Session. Under this plan a group of deans of men would spend a period of about two weeks in Evanston drawing up plans for a Summer Session (length to be decided on) to be offered generally to our men in 1932. It would likewise be possible, during the coming summer, by this joint meeting to complete some of the work delegated to a committee on policy or any other committee organized during this Conference. The Summer Session could also serve as an opportunity for officers to organize and project the program for the next Annual Conference.

c. Again, the project can be accepted as a definite start on a short term Summer Session. (Here specifically is where opinions are solicited from all interested prior to the Knoxville Conference and at the Knoxville meeting.)

d. Here are some suggestions on the nature of a Summer Session if we hold one this summer. Other information and suggestions solicited.

(1) Trips to Juvenile Courts, Psychopathic Hospitals, etc.

(2) Observation of case study methods in the Public Health Institute, and at various legal and social agencies in Chicago.

(3) Contact with the course in Counselling offered by the University of Chicago.

(4) Interviews and talks by men working in the field of Sociology and Psychology.

(5) Visits to the art galleries of Chicago and other places of aesthetic interest.

(6) Contact with various men associated with the moral and religious outlook of young people, i. e.; Shailer Matthews, Ernest Fremont Tittle, etc.

(7) Contact with methods used by Northwestern's Personnel Department and the Dean of Men's Office.

(8) Studying and working out articles on student behavior, the use of the interview, office forms and records, or any other subject in which groups or individuals may be interested.

(9) Use of the time as an opportunity to become better acquainted with each other, and for the free exchange of viewpoints and problems.

(10) Methods of work: Study groups, field trips, library reference work, lectures, conferences, discussions.

(11) Control of session: Work to be directed by the general consent of the men participating, and by committees elected by the groups. Arrangements to be made by Northwestern Dean of Men's office.

(12) Recreational provisions: Tennis courts across the street from the dormitory, Lake Michigan at the front door, golf links one mile from campus, and gymnasium one half block away. Theaters and other places of interest in Evanston and Chicago.

(13) For those who desire them, there are the regular summer session courses offered by the University. The Summer Session Bulletins of Northwestern and the University of Chicago will be distributed to those who may be interested.

#### B. RE: A NATIONAL PUBLICATION FOR THE DEANS OF MEN.

##### 1. Explanation.

It is thought that a national publication for our work can result in certain definite benefits.

a. It can serve to bring about a heightened morale and a more unified viewpoint among our members.

b. It would serve as a medium for presenting materials that cannot be presented at our Conferences (as being either too technical for oral presentation or not being integrated with the program presented at the Conference).

c. It can serve as an open forum for matters of interest.

d. It can serve as a valuable supplement to the information and inspirational work of our annual conferences.

e. It can assist in the work of educating others to the viewpoints which we hold and the work which we are doing.

f. It can lend prestige to our organization and to our position.

g. It can keep alive the fine traditions and attitudes which have been engendered by the outstanding personalities in our field.

h. It can be of great assistance to young men beginning the work.

i. It can keep us informed on books, artifices and ventures in the educational world, that are of particular value to us.

##### 2. Plans.

a. You are asked to make all suggestions that you can, relative to plans for a publication.

b. One suggestion is to print about three issues during the academic year with materials of the Annual Conference serving as one issue.

c. Under this plan the size of the book could be extended to that

of a magazine, and the materials could be presented in a much better typographical form. The larger form would make the magazine much more attractive and readable for those outside the organization.

d. We will have professional and educational magazines on display at Knoxville. Any magazines that you think might be particularly good models, or from which we can get good suggestions, are solicited.

### 3. Editorial Organization.

a. The magazine probably should secure its editorial organization from the National Association.

b. One plan of organization would be to have three or four men on an editorial board serving two or three years, but subject to re-election and holding the office on a plan that would prevent all men from going off the board at the same time. An editor-in-chief would have the responsibility of getting the publication to press, and dealing with the publisher.

c. Information on the editorial organization of various professional and educational magazines is solicited.

d. We shall make an attempt to have information on the editorial organization of the Quarterly Journal of Speech Education, the American Journal of Psychology, The American Journal of Sociology, the Journal of Higher Education, Sociology and Social Research, etc.

### 4. Costs of Publication.

a. The cost of publication should be borne as much as possible by subscription. It may be necessary for the National Association to underwrite the enterprise to some extent. Possibly a certain amount of advertising material could appear. In case advertising is solicited, it might be well to appoint an advertising manager.

b. Information is solicited on the cost of publication. We shall endeavor to furnish some information on the subject.

### 5. Compilations.

a. By a foresighted policy an editorial board could arrange for the publishing of certain valuable compilations, for example—materials on fraternities, scholarship, contacts of the deans of men with academic departments, student government, behavior problems, and other subjects. These could be brought together in pamphlet form, or, over a period of years, could be published as books.

b. The editorial board could also be instrumental in assisting in planning the programs so that each year certain valuable contributions necessary to the completion of a project could be made. I point to the farsighted policy of the National Geographic as an excellent example of what is meant.

## C. RE: CONTACTS WITH OTHER ORGANIZATIONS.

### 1. Explanation.

The general policy of our National Association has been to remain independent from other organizations in the time and place of our

meetings. Without questioning, at the present moment, the wisdom of such a policy, has it not been true that our contacts with other organizations have been poorly maintained? Are we sure that it might not be wise to keep in touch with other agencies dealing with matters which vitally interest us? Again, might there not be certain problems which can be best solved by a concerted effort on the part of various agencies?

2. Organizations whose work is sufficiently close to ours to warrant a study of our organizational relationships:

National Interfraternity Conference, National Association of Deans of Women, American Association of College Registrars, Conference of College Personnel Officers, North Central Association of Colleges and Secondary Schools, National Educational Association, Association of American Colleges.

### 3. Types of Relationships.

a. One type of relationship is to acquaint ourselves and the National Association with the studies, projects, etc., being carried on by these other organizations, e. g., to carry notes, in our proposed publication, on what these organizations are doing; to distribute among our members copies of studies, etc., made by them.

b. Another type of relationship would be for our national officers or representatives of the National Association to meet with or to correspond with the national officers of these other groups with a view to collaborating in certain studies, or to do so simply for the purpose of becoming better acquainted with their outlook, programs, and manner of operation.

c. Another type of relationship would be to send representatives to their conferences to bring back to our organization a report on the plans and projects of these other groups; or to invite representatives of these groups to attend our meetings. This is somewhat exemplified in our relationship with the National Interfraternity Conference.

d. Still another type of relationship would be to hold some joint meetings with some of these groups, or to hold meetings in the same city at the same time. This policy would be varied in form from occasional to recurring meetings.

### 4. Information.

a. We need detailed information on the activities and policies of some of these organizations.

b. I shall attempt to have more tabulated information at the Knoxville Conference. Your contributions are solicited.

c. Perhaps this entire matter needs to be placed in the hands of a special committee with instructions to deliberate on the matter carefully and report back to our next Annual Conference.

d. Obviously, adequate time is necessary for a decision on matters of this type in order to think them through carefully.

#### D. RE: OPENINGS AND REPLACEMENTS IN THE DEAN OF MEN'S WORK.

##### 1. Explanation.

The future of our work will be greatly dependent upon the quality of the men who are attracted into the work and the quality of the positions offered. We will have ever before us a problem of getting qualified men. It is also to our concern to encourage the development of the positions in such a way that the men can work under favorable conditions. What is the method or methods of developing good men for the field? Even if a man trains himself for the work, what assurance has he that he can learn of vacant positions and get a hearing in an institution from which he did not graduate? These general remarks bring up such questions as: Does a dean of men need certain qualities? What should his training be? Is there a need for technical training? How many men can be absorbed into the work annually? How can a man get started in the work? What are the openings in the high school field? Can institutions be encouraged to look for trained men rather than untrained men? What are the salaries paid? What can be said of a man's future in the work? Can a man with training in the work look forward to placement in other fields in case there are no openings, or in case he desires to leave the educational field? If so, what are they? What are the possible future developments in the counselling field, within the universities and without?

##### 2. Methods of Attacking These Problems.

a. One method of attacking the problem would be to follow up the discussion at Knoxville with an extended study of the entire matter, with the object of making a complete report. This project would be somewhat integrated with the proposed survey of the field mentioned under R. N. II.

b. The project can probably be helped by assigning certain aspects of the problem to our men as topics for our future meetings.

c. Again, part of the problem is to be solved by educating Boards of Trustees and college presidents in regard to the men available and the nature of the work. This plan would probably demand also a central clearing house for information on positions and men.

#### E. RE: INTELLIGENT GUIDANCE OF THE SUBJECT MATTER OF OUR PROGRAM AND STUDIES.

##### 1. Explanation.

We have noted that after our deans have attended a few of our Annual Conferences they characteristically remark that there was a decrease in the number of new ideas gained from the conferences. We wonder if such reactions do not indicate a weakness in our methods. Perhaps a certain amount of repetition is both necessary and profitable. At the same time there are many unsolved problems which are not appearing in our programs. Furthermore, many aspects of old prob-

lems have not been presented. What can we do about the matter?

2. Suggestions.

a. For new members we should be able to point to compilations of excellent speeches delivered in past conferences that can give them an idea of the ground that has been covered. Such compilations would also be of value in refreshing the memories of our old members.

b. Could we not go over these articles to note aspects of the problems that have not been considered, and introduce these unconsidered aspects into our program?

c. For the benefit of the men who make up the programs of the Annual Conferences, and for those who may serve on the editorial board, would it not be well to make up a composite job analysis that could be referred to, and which could be revised from time to time? Such an analysis could easily bring out three or four hundred topics for consideration.

d. Other suggestions solicited.

F. RE: REFERENCE TEXTS.

There is a need for consulting librarians, publishers, fellow deans, and various academic sources for a rather complete compilation of books and magazines that may be of assistance to us in our work. It would be possible to ask publishers to send sample copies of outstanding books for an exhibit at one of our conferences.

This task of compiling a reference bibliography could be accomplished by delegating it to one man for a report. We possibly, too, could take care of the matter as part of the work of the Summer Session.

G. RE: ORGANIZATION AND DIRECTION OF THE NATIONAL ASSOCIATION.

1. Explanation.

Certain problems arise relative to the organization and direction of the National Association. Shall the Association be large or small? Shall we encourage all deans of men to become members? Is our work adequately coordinated with that of the Eastern and Western Associations? What shall be the form of our organization? Shall there be any permanent committees? Shall there be a central steering committee? What shall be our contacts with the high school deans of men? Shall we encourage regional meetings? What contacts shall we have with them? Shall there be, at the Annual Conferences, separate provisions for meetings of deans of men of large and small institution, and for regional problems and discussions?

2. Suggestions.

a. Perhaps some of these questions are to be approached first by indicating some of the standards which have made our past meetings valuable. Among these standards are: that the meetings have been intimate and informal, rather than impersonal and formal. The question then, restated, would be: Can we increase the size of our Associa-

tion's membership, and include deans of secondary institutions without losing the intimacy and informality heretofore present?

b. Should we not study the organization of various associations in order to ascertain how they operate and with what effectiveness?

c. I shall endeavor to bring more information on this subject to Knoxville. Your information solicited.

d. Perhaps we can solve the problem gradually rather than attempting its entire solution all at once.

e. Maybe it would be wise to open up the discussion at Knoxville, and defer final action.

f. Can we not state that we have gained our best results from meetings when our topics have been presented orally by capable speakers, or have been read by persons who could read them well? Should we not maintain a policy of demanding that speeches be presented with a view to the speaker's ability to present them in oral form? This refers both to materials and presentation. Other papers can be printed in the minutes or appear in the publication. This policy can be maintained by the deans who organize the program for the Conference.

g. Can we not also state that meetings should be so arranged as to be free from divergent interests, and that the places of meeting, dining and sleeping should be as close together as possible?

#### IV. RE: POSSIBLE FACTORS MILITATING AGAINST THE SUCCESS OF THE WORK OF THE DEAN OF MEN.

##### A. Explanation.

It is wise for us to be aware of the factors that can prevent effective work and affect the prestige of the position or deter its natural development.

##### B. Possible factors militating against the success of the work.

1. Uncoordinated spread of other agencies dealing with student problems.

2. Lack of cooperation of academic departments.

3. Failure to integrate the work of the dean of men with the academic departments.

4. Lack of clear-cut philosophy of the position on the part of the deans of men.

5. Lack of training or improper selection of men.

6. Uninformed Boards of Trustees, or university presidents.

7. Failure to provide an adequate budget for the work.

##### C. Suggestions.

1. With the large increase in agencies dealing with student problems, we need carefully to evaluate the work which is being done and to enunciate the philosophy of the dean of men and the powers and activities which should be centered in his office in order to make his work effective. This probably should be carried on by a special committee.

2. Education, information and concerted effort on the part of the National Association and the local dean of men are the remedies for the possible difficulties.

#### V. RE: STATEMENT OF POLICY.

If desired, from the above matters can come certain abstract statements of policy.

Respectfully submitted,

JAS. W. ARMSTRONG,

Chairman, Committee on Policy

The Conference was then adjourned to permit the Deans to take advantage of the Automobile Tour arranged for the afternoon to the Smoky Mountains.

The meeting was called to order at seven-thirty p.m. after a concert by a Sevier County string orchestra.

President Sanders: Inasmuch as Dean Smiley cannot read his paper, it will be inserted at its proper place in the Minutes.

President Sanders: We will have the paper of Dean Dirks on the subject of Dormitories. I will call on Dean Dirks to present that paper now.

Dean L. H. Dirks, of DePauw University, presented the following paper.

### Operation of Dormitories

Dean L. H. Dirks, DePauw University

I cannot speak upon this subject as one having authority, for my knowledge of dormitory operation is very limited. Nor can I give you a summary of the practices in a large number of institutions for I did not fall back upon that well known, much used and sometimes abused device for gathering information for a talk—the questionnaire. I have chosen rather to describe the methods used in operating the men's dormitories in our own institution in the hope that there may be in our procedure a suggestion or two of value, and in the further hope what I present may provoke discussion of a constructive and helpful nature.

A hasty glance at the catalogues of a considerable number of colleges represented here reveals the fact that nearly all of them provide some dormitory space for men, though few of them provide sufficient space for all those who might be thus housed. Such is also the case in our own University. Of the 900 men in DePauw 52% live in fraternity houses, 22% live in the dormitories, 21% live in private rooming houses—usually homes housing from two to six boys—and 5% are local residents. You will notice that we have dormitory space for about half the men not living in fraternity houses or at home.

DePauw has two dormitories for men—the one a comparatively old building built forty-seven years ago but now thoroughly modernized, with space for 83 men, the other a new building, a gift of DePauw's benefactor, Edward Rector, thoroughly modern in every respect, with



space for 117 men. These two buildings stand side by side and are operated as a single unit. They are in the charge of a director, a woman admirably adapted in training and personal qualities for the task she has to perform. She has complete supervision over both buildings, including the kitchen and dining room, employs all the help, prepares all the menus, and does all the buying. Student board is six dollars a week and out of this she sets a generous table, twenty-one meals a week, changes the table linen at least three times a week, and has a good surplus left for replacements and improvements.

She is a gracious and efficient hostess, so that parents or other visitors to the campus may be safely placed in her charge, with full assurance that they will be well taken care of during their stay. She knows personally and more than superficially everyone of the two hundred boys under her care and they go to her freely with any problems they may have. I speak at this length concerning the dormitory director because I believe that the largest single factor in successful dormitory operation lies in the director in charge.

The dining room for both dormitories is located in the new building and accommodates 220 men. This means that in addition to the 200 men living in the dormitories, all of whom are required to take their meals there, there is room for twenty additional men. These places are taken by men living outside who are glad to avail themselves of the excellent and reasonable board offered by the dormitory.

The table procedure is the same as is found in the fraternity houses. Each table accommodates eight men, one of whom, an upperclassman, acts as head and serves the meal. In order to promote democracy, places at the tables are drawn by lot and a new drawing is made every three or four weeks.

A large recreation room in the new building provides a place of relaxation for all the men. Here they may smoke, play cards and other games, play the piano or the phonograph, or tune in on the radio, in fact, do anything they please within the bounds of reason. Here, too, they may bring their lady friends on Friday and Sunday nights. On Friday nights they usually dance and play cards. These things have thus far not been permitted on Sunday nights.

Group life finds its expression in an organization known as Men's Hall Association. This organization operates somewhat as a fraternity, except that everyone who lives in the dormitories and whose scholarship is satisfactory is eligible to membership. The membership fee is seven dollars a year. A simple but impressive initiation is held. The Association meets every Monday night, as do the fraternities, and discusses matters of common interest to the group. It regulates conduct in the dormitories, sees that quiet hours are observed and metes out punishment to those who get out of bounds. A social committee arranges for the three dances, one formal and two informal, allowed each social organization each year. A scholarship committee looks after the weak,

the wobbly, and the indifferent, and seeks to give them the necessary incentive and encouragement to get them through their studies. It is an interesting fact that this group has always ranked well in scholarship, although theoretically the fraternities are supposed to have picked off the best men on the campus during rush week. It is another interesting fact that, once a student gets well established in the dormitory, he seldom leaves it to live outside or to join a fraternity.

The two most important factors in the successful operation of our men's dormitories at DePauw are: first, a thoroughly competent director, who administers them in a business-like way, and second, the Association, which makes the group articulate and gives it social standing on the campus on a par with the fraternity groups.

The University can well afford to maintain dormitories for men. They can be made to pay their own way; they give the University control over living conditions that can be gotten in no other way; they make it possible for students to live better and for less than they can under any other conditions. I favor bigger and better dormitories.

LOUIS H. DIRKS,  
Dean of Men,  
DePauw University,  
Greencastle, Indiana.

Dean Melcher: Does the six dollars pay the room and board?

Dean Dirks: No, three dollars for room, and six dollars for board, three dollars a week per boy is the highest priced room, a double room; each boy has a bed and a closet of his own; there are a few rooms in the old building at a dollar and a half and two dollars.

Dean Melcher: Do you rent the rooms by the year?

Dean Dirks: By the year.

Question: Do you have any trouble with the fraternities about that?

Dean Dirks: They would often like to get men out, but we do not permit it.

Question: What do you do with a boy who signs up for a year and then wishes to move to a fraternity?

Dean Dirks: He stays.

Dean Melcher: Who takes care of the rooms?

Dean Dirks: Maids clean the rooms. Some boys earn their room by making beds.

Dean Melcher: Who furnishes the linen?

Dean Dirks: The boys furnish the bed linen and towels.

Dean Melcher: Who takes care of the laundry?

Dean Dirks: That is taken care of by the boys.

Dean Melcher: Suppose a boy finds a substitute, if he wishes to move out?

Dean Dirks: If the substitute is satisfactory, he may move out.

Question: Do you have the same rule for private homes?

Dean Dirks: We have a contract; if the boy signs it he must stay for the semester.

Question: What about social funds?

Dean Dirks: Things the boys want for the recreation room such as a radio or phonograph they buy out of the fund from dues, or by special assessments.

Question: How many proctors?

Dean Dirks: Two on each floor; possibly about eight altogether.

Question: Who are they?

Dean Dirks: Upperclassmen.

Question: Are they paid for their services?

Dean Dirks: No.

Question: Not even room rent?

Dean Dirks: No. That work is done just as in the fraternity, that is, some one is appointed by the Association.

Question: How were the dormitories built?

Dean Dirks: The new one, which cost a little less than two hundred and fifty thousand dollars, was a gift of Mr. Rector.

Dean Armstrong: Is there any effort to make it pay back for the investment?

Dean Dirks: No sir; there is really money left, appropriated for the dormitory but not yet spent.

Dean Armstrong: Do you allow anything for depreciation?

Dean Dirks: Not a great deal; that is taken care of by the fund.

Question: Do you have the boys pay for breakage? How do you take care of that?

Dean Dirks: If he is able, he pays for it.

Question: Suppose he is not responsible, or you do not know who he is?

Dean Dirks: Then it simply has to be replaced by us. But we haven't had any trouble finding out who is responsible; I suppose occasionally a piece is broken and we don't know about it.

Question: Is the proctor responsible for irregularities?

Dean Dirks: Yes. Flagrant cases are reported to the discipline committee of the association. For instance, a boy was caught stealing. Without my knowledge the committee voted that he must leave the hall and then brought the action to me for approval.

Question: Is he refunded?

Dean Dirks: He may apply for a refund. Board is usually refunded, room rent is not.

Dean Massey: If he is sent out of the dormitory for stealing, what about the disciplinary power of the University?

Dean Dirks: That is left to us; before he is put out of the dormitory they bring their decision to us and we generally approve.

Dean Massey: Then what do you do?

Dean Dirks: If not too flagrant, we consider that enough. If

too flagrant, we put him out of the University.

Dean Melcher: Is the director paid out of the receipts?

Dean Dirks: Yes.

Question: How much is the director paid?

Dean Dirks: I don't know, but she is well paid, and worth it, too.

Question: What about the scholarship men? Are they put in the dormitories?

Dean Dirks: They go where they please.

Question: Is it entirely satisfactory to have the cleaning done by women? Doesn't that destroy some of the privacy of the men?

Dean Dirks: No; they have certain hours, and the boys know the women are there then. It is just as it is at a hotel.

Question: Do you know just how much of the six dollars goes for food?

Dean Dirks: I don't know the ratio, no.

Question: Is the room rent all paid in advance for the year, the semester, or how, for what period?

Dean Dirks: The student pays fifty-four dollars three times a year for his room and board.

Question: You charge one hundred and eight dollars?

Dean Dirks: For the room; the board is \$216.00 a year, and it is the best board on the campus, I think; plenty of it, and well prepared.

Question: How does it compare with the fraternities—take the rent?

Dean Dirks: The fraternities lump their income, they don't know exactly how much goes for board, and how much for room. I tried to get at that this year, but they didn't know; it runs from about forty-five to fifty-two dollars a month for the various fraternities on the campus for board, room, assessments, and so on. I made a calculation a little while ago and found that it cost a freshman who joins a fraternity approximately two hundred dollars a year more than it does a man who lives in the dormitory; that takes in his initiation fee and the extra cost.

Question: Do I understand you have absolutely no supervision over the dormitories other than the matron and the proctors?

Dean Dirks: Oh, yes, the administration has supervision over everything; but they take care of it so well that unless a flagrant case comes up, it isn't brought to our attention. It is one of the most orderly groups on the campus.

Question: Do the students object to foreign-born students, like Chinese and Japanese?

Dean Dirks: Sometimes we put the foreign-born in rooms to themselves, sometimes with Americans. They usually choose to room with Americans, in order to learn English.

Question: Suppose you have a colored boy?

Dean Dirks: We have three colored boys in DePauw; we had one last year, and have two more this year. The one last year found a room for himself with a colored family. In the middle of the year, the coldest part of the year, this family notified him that a son who had been away was coming home and he would have to vacate. He came to see if he could get into the dormitory. That was a ticklish question. I asked nearly every colored family in town before I found one that would take him, and I told him to go there while I considered the matter. I am still considering it. We had one who came in this year—the father did not raise any question, but the mother did. She insisted that the boy should come into the dormitory. I told the boy to go and stay with this other colored boy for a while. He is there yet. I suppose the question will come up again, but we are very fortunate, so far. We have one colored girl, a local resident, and three colored boys. And the boys are all Rector scholars, too.

Question: What other social diversions do you have, besides dancing?

Dean Dirks: That is about all that young people know today, dancing and bridge playing. They have asked us to suggest something.

Question: I was thinking of stag affairs.

Dean Dirks: We allow smoking in the recreation room, but not in the study rooms. In most fraternity houses, I think they smoke all over the house.

Question: As I understand, you do not require freshmen to live in the dormitories?

Dean Dirks: No, in private homes, fraternities, or the dormitory. We have considered requiring all freshmen to live in the dormitories, but if we did, it would take about all the sophomores, juniors and seniors to fill the fraternity houses; they have to have the freshmen to help them meet the budget. As Dean Coulter said last night, they will build a house on a shoestring, and we have to help them keep it.

Question: About what proportion is the freshman group?

Dean Dirks: We had three hundred and twenty-five freshmen men last fall. That is a little more than a third.

Question: Do you have any trouble in filling the dormitory?

Dean Dirks: No; because we require students to go to the dormitory until it is full.

Question: Are the lights in the room all night, or do you turn them out at a definite time?

Dean Dirks: They are turned off at ten o'clock in the recreation room and corridors, but a man may sit up in his own room as late as he pleases.

Dean Massey: Do you mean you turn them off all over the building?

Dean Dirks: No, only as just stated.

Question: How do you account for the prestige of the proctor? It seems to me you have an unusual situation there.

Dean Dirks: I don't know; they are just upperclassmen selected by the association to supervise the dormitories.

Question: How many proctors do you have?

Dean Dirks: I don't know the exact number. Usually about two to the floor.

Question: You say smoking is not allowed in the rooms?

Dean Dirks: No.

Question: How do you check up on that?

Dean Dirks: Well, of course, I presume there is some. I presume a fellow will stick his head out of the window and smoke if he wants to badly enough. We have no absolute way to know they do not. Once in a while the proctors find evidence of it. The rule has been unusually well observed. We have a big recreation room in which they may smoke. It has been only three years that we allowed them to smoke in the dormitory. I suppose in another three years we will have to have a place for the women to smoke too. We don't, yet.

Question: What do you do when you find them smoking?

Dean Dirks: They usually promise not to again. We haven't had much trouble.

Question: What is the reason for prohibiting it in the rooms?

Dean Dirks: A good many of the boys do not smoke; the others have the recreation room in which they may smoke, and it is only fair to those who do not smoke, to keep the rooms clear. We say, "We give you a place to smoke, go to the recreation room." It has worked well, so far.

Question: How is the architecture? In sections or with long halls?

Dean Dirks: It is a long building, with two wings. At one end is the kitchen, the opposite the recreation hall, with the dining room between; upstairs is the lounging room, with a fire place, on the first floor. On the second floor and the third floor, are the dormitory rooms. We have the dances downstairs in the recreation room, a larger room than there is in any of the fraternity houses.

Question: Are these dances exclusive, or can the fraternity men come?

Dean Dirks: Yes, and they do. We have this situation. When the fraternity gives a dance, some representative of the Hall is asked. When the Hall gives a dance, every fraternity is asked to send a representative, and they do.

Dean Massey: How many dances a year?

Dean Dirks: Three, two informal, and one formal.

Question: How late do the dances last?

Dean Dirks: Formals until twelve, and informals until eleven. We go to bed early in Greencastle.

President Sanders: We thank you, Dean Dirks. It was my information that Dean Dirks had a unique dormitory situation, and that is

why I asked him to take this subject. I am glad I did. That completes the papers we had assigned, up to this point. We are now ready for the report on Policy. The Chairman, as you know, is Dean Armstrong.

#### Report on Policy

The report on policy was then taken up and discussed item by item.

Section one was adopted.

Section two was adopted.

Section 3A. The general idea of a Summer Conference was approved but the group felt that further study on this point was desirable. The Executive Committee was instructed to make plans for a Summer Conference and report in 1932.

Section 3B. Plans for a publication were referred to the Executive Committee with power to act.

Section 3C. Referred to Executive Committee.

Section 3D. Referred to Executive Committee.

Section 3E. Referred to Executive Committee.

Section 3F. Referred to Executive Committee.

Section 3G. An Executive Committee consisting of the three officers and the last three past presidents was constituted to study and report.

Section four was referred to the Executive Committee.

The Executive Committee was authorized to use necessary funds to carry on their work.

Motion was seconded and carried that the Conference go on record as condemning the activities of a jewelry salesman going under the name of Johnny Johnson or Lawrence L. Johnson who had been active in organizing the so-called Kappa Beta Phi drinking fraternity.

The Committee on Nominations and Time and Place of the next meeting recommended that the annual meeting for 1932 be held at the University of California at Los Angeles and at such time during the summer months as would be most acceptable to the host, Dean Earl J. Miller.

The recommendation was adopted.

The following officers were nominated and elected:

V. I. Moore .....President

Earl J. Miller .....Vice-President

Don H. Gardner .....Secretary-Treasurer

The following statement was made by Dr. W. J. Greenleaf:

Dr. Walter J. Greenleaf: I don't want to leave this meeting without saying a word about the U. S. Office of Education in Washington. A number of our research studies and bulletins are of interest to deans. The Educational Directory issued annually gives information on all institutions of higher education. The bulletin "Statistics of Colleges, Universities, and Professional Schools" issued biennially, is invaluable in research work in higher education. "Accredited Higher Institutions" lists all approved colleges. The chapters on Student Relations and Wel-

fare, and on Alumni and Former Students in the Land-Grant College Survey deal with your problems. Three major surveys are in progress this year—a National Survey of the Education of Teachers, with questionnaires sent to one million school teachers, a National Survey of Secondary Education, and a National Survey of School Finance. The Office is cooperating with the College Business Officers on a study to formulate principles to be followed in the preparation of financial and statistical reports of colleges and universities.

In connection with the survey which you propose, it is highly probable that upon invitation, the Office of Education would cooperate in such a study; surveys are made only upon invitation, and we have facilities, material, and postal privileges for conducting such projects.

Dean Heckel then presented the Report of the Resolutions Committee as follows:

#### RESOLUTIONS COMMITTEE REPORT

The annual pilgrimage each spring by deans of men to a conference on mutual interests and problems not only affords us a temporary escape from perplexities back home but also gives to us lasting experiences which refresh, enrich and inspire. For the many and real benefits we have been receiving at our thirteenth annual conference we wish to express our gratitude.

Therefore, be it resolved that we give formal expression of our appreciation to the persons who have planned and labored so effectively to make this gathering a long-to-be-remembered one;

To Dean Massey for his well-directed efforts to care for our comforts. His genial and gracious spirit has expressed itself in the warm hospitality which has contributed so fully to our pleasure;

To President Morgan for his message to us in his address of welcome;

To the Sevier County Harp Singers for their delightful and instructive contribution to our entertainment;

To the visiting speakers—President Hopkins, Prof. Thompson and Dr. Schumacher—for their sane and pertinent papers on our program;

To our own Dean Coulter for the inspiring address which clarified anew our vision of service and renewed our zeal for the work of a dean of men;

To Dean Clark who, though passing from active service in the position which he has made so significant, will always hold us in his debt for his contributions to us and to the college youths with whom we labor;

To Mrs. F. M. Massey and Dean Harriet Greve for the hospitality which they extended to the ladies who were guests at the Conference;

And finally to President Sanders and Secretary Moore for their efficient conduct of the affairs of the association during the past year.

ALBERT KERR HECKEL,

Committee on Resolutions.



On motion of Dean Massey, duly seconded and unanimously carried, the resolutions were adopted, as read.

Dean Nicholson read the report of the committee embodying the resolution as to supervising of fraternity finances as follows:

Your committee begs leave to submit the following resolution, and recommends that it be adopted and transmitted to the chairman of the National Interfraternity Conference with the recommendation that the question be given a place in the discussions and deliberations of the next conference:

Whereas, the financial stability of all college groups concerns the administrative authorities of our colleges and universities, because (a) they cannot prepare their students for good citizenship without inculcating principles of personal financial responsibility; (b) the debts of a group impose undue obligations upon individuals who have had no share in incurring them and may be in no position to help to defray them; (c) even occasional unsound financial condition of college groups brings undue discredit upon the entire student body and works harm to both institution and all college groups, and (d) struggling with serious financial situations, such as are found too frequently, diverts time and energy from more legitimate purposes of college life, and tends to destroy the morale of the groups involved;

BE IT THEREFORE RESOLVED, That a primary condition to functioning as a group or a fraternity should be a sound financial set-up, and that through the office of the Dean of Men there should be such supervision and auditing of group finances, and such direction whenever necessary, as will secure the desired results without in any way depriving individuals or groups of the initiative and training which are so valuable to them, and

BE IT FURTHER RESOLVED, That a copy of this resolution be submitted to the Interfraternity Conference with the request that it be placed before its fraternity members for discussion and action to the end that universities and fraternities may, cooperate harmoniously in a movement which will affect the interests of the student body and of fraternities alike.

Respectfully submitted,

C. R. MELCHER,  
ALVIN E. DUERR,  
EDWARD E. NICHOLSON, Chm.

On motion duly made and seconded the report was unanimously adopted.

President Sanders: Is there a report now from the "Friends of the Deans?" The Chair recognizes Mrs. Sanders. I have recognized her several times before.

Mrs. Sanders: I understand the feeling of a dean I knew of one time. He was asked to make an address at Smith College. After it

was over, some one inquired how he felt about it, and he said he would rather talk to one young lady a thousand times, than a thousand young ladies once.

We wish to thank the Association for your invitation yesterday to be present. And we would also like to have the wives who are not here, and haven't been in the past, to come next year. And I hope that all of us may meet next year.

Then, we passed a second resolution, that is, a lot of discussion was held. We had heard that the "Friends of the Deans" either talked too much or too loud, and so we wished that next year it would be so arranged at the meeting that we would be far enough away that you would not hear us, at least in the meeting.

The following resolutions were presented by Mrs. V. I. Moore, secretary of the women's group:

In a meeting of the women attending the Deans and Advisers of Men Conference it was resolved that an expression of regret for the absence of the wives of some of the Deans, be conveyed to them by their husbands with the sincere hope that they will be able to attend the 1932 Conference.

It was further resolved, that an expression of gratitude be extended to Mrs. Massie and Dean Greve for their splendid hospitality.

Signed,

ALICE H. SANDERS, Pres.

LUCILE T. MOORE, Sec.

The motion that Dean Thomas Arkle Clark be elected to permanent membership in this organization as Dean Emeritus was duly seconded and unanimously carried.

On motion of Dean Cloyd, seconded by Dean Field, the Secretary-Treasurer's report was unanimously adopted. (See Appendix.)

President Sanders: Is there any other business to come before the meeting?

I would like to say that I appreciated the cooperation of the members throughout the last year. I requested suggestions for this meeting, and members of the association were most generous in their response. I appreciate that.

Moreover, I appreciate the conduct of the group this year; it seems to me the morale has been splendid. Dean Massey's selection of such a fine place to hold the meeting and the splendid attitude and cooperation of every member account for our success. As I take leave of the office, I wish to express again my appreciation and gratitude.

When Mr. Priest informed me it would be possible for the Executive Secretaries to meet simultaneously with us and join in our meeting, it seemed to me appropriate that we should include in our program a topic that would have interest for us and for the Secretaries. And so, we have this morning the topic of "Fraternity Scholarship," by Dean Floyd Field of the Georgia School of Technology. Dean Field.

## Fraternity Scholarship

Dean Floyd Field, Georgia School of Technology

Dean Field: Mr. Chairman, Fellow Deans and Executive Secretaries of the Fraternities:

I am delighted to be here this morning and meet with this group, not because I want to say so much about fraternity scholarship, but because of the thing I want to call your attention to, the move on foot in the southeast in interfraternity work. As a beginning of this work, however, I want to suggest several factors of fraternity scholarship. First, there is the factor of selection of the members of the fraternity, and in that selection there is included the family of the individual. Many times it develops like the young lady who was interested in developing the family tree until she got to the point where she found it bearing "nuts" and then she lost interest. So, many of the so-called "fellows of fine family" turn out to be "nuts," and the fraternity is not much interested in them. Then, there is the scholarship of the individual. That might be a criterion for his selection; but a man might have fine scholarship in his academy or high school itself, and yet not be a congenial spirit in that particular group, might not fit in. There is a third point which I believe is a better basis for selection, that is, is he a young man who naturally gangs with the group selecting him? He may be a very fine man, or a little bit below the average, but if he is a man who naturally fits in and affiliates with that group, he will be a natural asset to his fraternity.

The second item that should be considered in the fraternity scholarship concerns the attitude, the attitude of the group. They may have strong or weak leaders, their attitude may be socialistic. The attitude of these leaders may be more or less literary or scholastic, thereby making out of that group the thing that their attitude represents. Then, there is the attitude of the interfraternity council. I have in mind the interfraternity council that meets now and then at the corner drug store, and when they come in and order drinks all around, somebody says, "Well, have we got anything to consider for tonight for the fraternities of this institution?" and if somebody doesn't bring something forward, they complete their drinks and the session is adjourned. I know another fraternity council where the attitude is entirely the attitude of a rating machine, to see whether a particular sorority rates well, or whether a particular social group rates well. I have in mind an interfraternity council, the report of which I received just recently, that of the University of Minnesota, where in this report that was a very luminating sentence or two with reference to the weekly meeting of the fraternity men in charge of the pledge groups, those men meeting weekly in charge of one of the men on the campus in the Y. M. C. A. discussing the scholarship of the pledges. Such an interfraternity conference must be a joy to have on the campus when they take that attitude, forwarding the work of each organization.

The third I have listed here under attitude, is the attitude of the faculty. I do not think I am giving an isolated case when I say very frequently the attitude of the faculty is that the fraternity is organically bad. It is a student institution, let them alone. If they make a contribution to the campus, they say nothing about it. On the contrary, if they make a bad impression, they kick them, and say, "Oh, that's what may be expected of these fraternities." There is another attitude of the faculty members of the fraternity on the campus who have in the past possibly, or possibly not, gone into that group and tried to make them do the things they thought that group ought to do, without getting any special reaction, without realizing the student viewpoint, say "We will have nothing more to do with them. They are just impossible." So, from that time on, there has been no contact, and worse than no contact for that group. If that particular fraternity man was not on the campus, he would not recognize that fraternity as his fraternity. So, the attitude of the faculty a great many times is the thing that makes or breaks a fraternity group. I have in mind another faculty man who meets very frequently with his group; he councils with them as to their activities; he is in continual council with the leaders of that group as to how the entire group can be improved. He does not undertake to conduct, he cooperates with them, works with them, serves as a hold-over of the ideals of that group from one year to another, especially with the turnover of the advisers, the reins of one senior dropping from the shoulders of the senior to the junior, to the sophomore, he needs the influence of the older man.

The third factor on my list is the alumni adviser. I have talked to many groups with reference to their alumni adviser, and I find some are just holding the job; they were elected, or selected, as a last resort, or appointed by some one, and the group doesn't know how to get rid of him. They seldom come around the house; they try absent treatment. There are others only interested in the money end, the finances of the group. I have in mind two other very outstanding alumni advisers. I will give the experience of just one of them. After years of contact with this particular group he suddenly realized that the group, as such, were losing contact with the church services, the Sunday church services, and he realized it would be rather difficult to get his older men of the group to change their habits of weeks, and so he began with the pledge group that came in that particular year, calling them in one by one and telling them, "Now, you young men have come from Christian homes, you have been accustomed to going to church and Sunday School every week, now keep that up, continue your contact, make your selection of a church home while you are here in college, make your contact and keep it up." So that particular group began their regular church attendance in that community. And the next year he took the next pledge group and went through the same process, checking up on them from time to time to see that they were

continuing their church contact. The third year he continued the same process, with the same results. Now, the whole group are a church-attending group. It is that kind of attitude, that kind of adviser, that makes a real fraternity group, that is going to have its effect and results in the kind of character, the kind of scholarship, we produce.

Now as to scholarship, generally. There has been during the past five or six years a concerted drive in the fraternity world to raise the standard. There are several factors entering into this drive. First, the national officers of the fraternities that have been during the past five or six years that I have been watching this situation, very consistent in their efforts to increase the scholarship of the groups. They are represented through the editors of the magazines. I ran through in the past month about twenty or thirty of the fraternity magazines, out of the twenty or thirty there must have been fifty per cent of them that laid more or less stress on the subject of scholarship. One magazine had an entire number given up to scholarship and fine results were being attained, and a fine thing it would be to continue that particular drive.

Second, there is the Interfraternity Conference. When you remember scholarship and the Interfraternity Conference, there is one man stands out—Mr. Duerr. The work he has done during the past five or six years in contacting the fraternities and the campus has added an impetus to scholarship that has not before been known in the fraternity scholarship. There is an increase in fraternity scholarship in the colleges. Even some of our members are admitting fraternities do have a standard of scholarship that renders them an asset on the campus instead of a liability. Some of the Presidents are admitting the fraternities are an asset on the campus.

Then there is this group of Deans of Men that I know for the past eight or ten years have been interested in this subject of fraternity scholarship, even to taking into consideration the adoption of a standard way of reporting fraternity and group scholarship, in order that a comparison might be made of the groups on one campus with those of another.

Registrars and deans in many places have to be educated in making up their reports. Along this line, I am sure that some of our institutions are not in need of education along the line of reports. I learned yesterday that one of our institutions itself has various methods of making up its own reports, so when an officer of that institution attempted to figure out the standing of a student of that institution it was necessary to consult one or more and then combine with another to find out the proper rating. Our education is not completed along that line.

Next, I want to lay down this old adage: A good tree brings forth good fruit, and say good scholarship is an index of a good character. I have said that many times in the past, and I am more convinced of

it than ever, of the truth that scholarship is but the index of character. If you can get a group of high character, made up of individuals of high character, the scholarship will take care of itself. So I am listing here some of the characteristics of high character. First, honesty. One thief in a group will give that group a bad name. Faithfulness. One drunkard, one tipsy student, will give an awful reputation to a group. Obedience to law. The firing of one student for disobedience to law gives the group a bad name. Reverence. I might list some of the activities which help toward the development of character which a group of students very recently listed in their discussion. The having in the group weekly discussions of life problems, stressing church and Sunday School attendance, support of the college program, pledge training, or the big brother idea that some of the groups have; faculty cooperation, consistent living, selection of pledges of high character; an active chapter adviser.

Now this brings me to the thing, an experiment, you might say, to me one of those dreams, those visions that Dean Coulter was speaking of a few days ago. Some two months ago the Georgia State Y. M. C. A. in the person of its President, came to me and said, "We want to have this year in our state meeting a group devoted to the fraternities. Will you take the lead of that group?" I immediately said yes, and then asked the group leader, the President, just what he wanted, and would he mind writing out the idea that he had in mind and sending it to me. And so when the report came to me, it read like this: "Fraternities and Politics." I immediately asked for a conference with the president, and in talking the matter over with him I said, what do you wish to do with politics, do you wish to eliminate it from the campus? "Oh, no," said he. "Oh, you don't? Well, you want to eliminate, as I understand, the bad part." He said, "Yes, that is the idea." I said, "Why don't you then suggest such topics as this, fraternities and drinking, and some other things that you want to eliminate from the campus? In other words why do you link the fraternities with something you want to correct?" He didn't know what to say. He said, "Well, what do you mean?" I said that kind of topic would not even scratch the surface with fraternity men, they would not come across, start to discuss it, let alone pay the expenses of a delegate to talk over things of that kind. He said, "You name it." I said, "How about this: The Fraternity's part in the character building program on the campus." "Oh," said he, "I get your idea." I said, "If you will put a real challenge to the fraternity men as such, as something they are supposed to do, then they will come and talk over that matter." And so as an outgrowth of that topic we began a drive to get representatives at this conference from all of the fraternity groups in Georgia. There are three great fraternity centers in Georgia, Emory, University of Georgia State and the Georgia School of Technology; Oglethorpe has a small group, and there are two or three fraternities at Dahlonega and

at Mercer, but these three Universities can control the fraternity situation in Georgia, if they wish to. Out of these three there were gathered at this Conference forty fraternity men representing twenty-seven fraternities. No one came from Mercer, Oglethorpe or Dahlonga. These forty men gathered there and faced the fact that they hadn't been toting their end of the load with reference to character building on the campus, and a more enthusiastic group I have never been privileged to direct. As a result of their three and a half hours conference they discussed these things I have just listed as character building activities and made this suggestion to the directors of the conference: That they make a year from now the same kind of call; that they go back to their campuses and meet frequently as a group; that they begin carrying on character building activities, making it a part of their organization, realizing it was one of the big things for which the fraternity stands. They further recommended that the proposal of having a meeting of the same nature in connection with the big meeting at Blue Ridge June 15-25 be endorsed, and each fraternity be recommended and urged to send a representative to that conference for a further and broader study of the possibilities and methods of carrying on character building programs in their fraternity.

I don't know whether I have presented this in a way to get you to see the dream of the possibilities of this particular thing. If we in the next five years can have the same kind of a drive for character building that we have had in the last five years for scholarship there will result on our campuses a revolution in the ideals and standards and the reputation and character of our fraternities, and I am asking you Deans and you Executives, especially of the Southeast, in which these invitations and notices have already gone out on the campus of the dozen or fifteen states that usually send representatives to the Blue Ridge conference June 15-25 to urge your fraternities to send and pay part or all of the expenses of a representative to this conference. The purpose is to get together the campus leaders for the consideration of the problems of the campus for the coming year, one of these special groups being fraternities. Dean Shepardson whom you all know and love, is to be one of the principal speakers. He will assist us three days in the discussion. That is the dream that I have seen, that is the thing that I am presenting to you this morning as the real basis of scholarship, the character of the individual, for which the fraternity itself is pledged to try to help and to develop the unfolding life of the student as he goes into that fraternity in order that he may come out a strong asset to the fraternity and a real blessing to the community to which he belongs.

Dean Bursley here assumed the chairmanship in order that the President might attend a meeting of the Executive Committee.

Mr. Vernon Williams of Sigma Nu Fraternity then addressed the Association as follows:

# The Fraternity Preceptor System

By

VERNON M. WILLIAMS

*General Secretary, Sigma Nu Fraternity*

April 15, 1931

When our secretary, Mr. Nailling, sent out his call for suggestions regarding the program for the Fraternity Executive Secretaries' Association meeting, I replied that the two most important fields of work for the association were:

1. Co-operating with the colleges to work out a place for fraternity houses in the permanent housing program.
2. Co-operating with the colleges in working out a personnel program which would make use of the officers and outstanding seniors in each chapter as intelligently guided counsellors for undergraduates.

As a result of these suggestions and the fact that Mr. Dan Grant of Delta Tau Delta could not be present to discuss the Fraternity Preceptor System I was asked to discuss this subject.

Since the committee in charge of the program informed me that I was merely "a pinch hitter," I ask your indulgence in presenting somewhat of a symposium on certain college problems which the Preceptor System is being devised to solve.

Mr. Arthur Priest, President of the Fraternity Secretaries' Association, in his opening remarks, pointed out in clear convincing manner that we must recognize we are only part of a great educational program. In these discussions then, let us think of ourselves not as fraternity administrators, but as teachers concerned with the extra-curricular influences at work upon student development. We might even think of ourselves as unofficial intercollegiate Deans of Men or Directors of Personnel.

While some may doubt the wisdom of any attempts to guide or direct such influences, let me quote *Dr. Butler of Columbia University*, who says, "Perhaps in no other respect has the university, during the past few years, made greater progress than in making provision for the oversight of the health of both officers and students. Columbia has gotten far away from the notion that its only responsibility toward its students is to provide them with scholarly instruction. The conception of education which here prevails includes instruction, to be sure, but it relegates instruction to its proper place in any sound scheme of truly educational endeavor. Mental and physical health, comfortable housing and good food come before either textbooks or laboratories as educational instrumentalities."

To those who still believe that classroom training is the only factor of great importance let me quote *Stanley Coulter, Dean Emeritus of*



*Purdue*, one of the most inspiring teachers of his century. "As I look back over my years of university service and consider the lives of thousands of students with whom I have come into fairly intimate contact, I am more and more impressed with the vast importance of the university atmosphere and the unconscious educational values it develops in the growing mind when the student enters the university." "Out of this welter of stimuli impinging upon him from all sides the student develops character or at least gains a clear notion that character is the only coin universally current. Of course, it is not yet consolidated, the cartilages are not yet fully ossified but the outlines of the character are fairly indicated and the foundation laid. How determinative think you in the development of character and personality have our formal instructions been? Yet if a university has any function it is to release personality." He continues, "Life is a great adventure, but it must be undertaken alone. Life may be a joyous adventure but it is an infinitely lonely one in its supreme moments. Character and personality cannot be imparted, but must be wrought out individually. A worthy life, a compelling personality, a character all compact of the fine integrities and purities of life—this should be the end product of our educational institutions. Given these, and all lesser things, will be added unto them."

In another class we have those who feel that any attempt to progress hand in hand with education is a departure from the original purposes of their fraternity. A cry goes up that "You are getting away from the founders and the true altars of fraternalism." They do not see that an attempt is being made to rekindle and brighten the altar's fire. One of the greatest obstacles to progress is the control of most fraternities by alumni who have been out of college from 25 to 40 years who have been elected because of some business or professional success, who know little about educational problems and who are still thinking of the problems of their fraternity and their college as they existed 25 years ago.

*President Coffman of Minnesota* discussing "Educational Trends in a University," recently said, "A university is a human institution. It originates in the stimulating soil of human needs and it exists to satisfy human wants. It redefines its aims, modifies its programs, and sets new problems for itself as the social order in which and for which it lives changes its nature and its being. Continually subjected to new pressures and to new demands, no university ever remains the same year after year."

As a part of such institutions we must recognize that we, too, must redefine our aims, modify our programs and set up new problems for ourselves. We cannot expect officers who spend a small amount of time in this work to furnish the vision or direction. It is up to us who are on the firing line to modify our mode of attack to meet the changing requirements of the constantly shifting line of combat.

If there be any doubt in our minds concerning the necessity of doing something decidedly different in our approach to our problems, let me quote some of the more pungent words from the fraternity magazines.

First I would recommend *Stuart McLean's* opening article in the *Rainbow of Delta Tau Delta* for March, 1931. He says, "But here is some of the handwriting that is already on the wall:

"College administrators are, in many directions, becoming increasingly indifferent to the fraternity as a potential asset, or increasingly impatient with its general futility.

"Courses are being re-arranged so that anything like a normal term of fraternity membership is seriously threatened.

"Fraternity houses, once necessary as dormitories, are becoming unnecessary. Universities are taking over the houses, or, disregarding fraternity investment, are erecting great dormitories not to house chapter groups, but to break them up.

"But there is more handwriting on the wall. These are conditions outside the jurisdiction of the fraternity. Whatever their causes, economic, or moral or both, the fraternities cannot now influence or alter them materially. . . .

"There are some sixty or more general fraternities. All of them profess lofty ideals. There is a good deal of taking it out in talk and gestures. Even the ideals are far from identical. In proportion as any fraternity insists on scholarship, intellectual interest, sobriety, honor, decency, dignity, in that proportion it has its hands full of disciplinary trouble. Years of effort have been necessary to bring fraternity scholarship in general up to an infinitesimal fraction of a point above the average scholastic level, and this achievement is a matter for enthusiastic congratulation. The vulgarities and puerilities of hell-week continue. The chapter house is still the recognized home of the professional athlete, and the college gambler, the college moron, the college deadbeat and the college drunkard.

"Disgrace and tragedy are still associated with the fraternity system. Only recently a drunken fraternity man jumped from a window and was killed; at another house this year a young woman died from acute alcoholism; a third house was raided by government officials; at a fourth institution five fraternity houses have recently been padlocked and closed by the University. These conditions are distinctly the business of the fraternities." After citing the support received from the majority of their chapters he goes on:

"On the other hand, Delta Tau Delta has chapters today that are instinctively in opposition to any genuine idealism or personal standard. These are the men who regard their houses as no more than so many boarding clubs, the groups who oppose anything that threatens indulgence and loafing and license, the cliques to whom responsibility and real loyalty are empty words. There are men who sneer openly at

these things. They rush to cover behind the cries 'Paternalism! Interference! Bossism! Rules!' They smell out tyranny in the mere suggestion that a man, because he is a man, must be a man, that a gentleman because he is a gentleman, must be a gentleman."

*Oswald Herring* adds his prophecy. "What interests us especially is the future of the American fraternity. We believe sincerely that no group of men, anywhere is more loyal than we to all that stands behind the Greek symbols but let us face the matter frankly. What earthly excuse is there for one of the most influential spheres of a college to be dominated completely by immature undergraduates generally with anti-intellectual interests? In their century of existence have the administrations of national fraternities consciously executed any plan of significant value to college education?

"Then why does the fraternity live on and flourish? Because it arouses an emotional response that does not die and that forever effects the thought process of the graduate. Because the colleges, today except Harvard and Yale, are too poor to replace the present organization. But we predict that as endowments increase, the higher institutions will achieve wealth which, unless the college fraternity awakes to realization of its educational responsibilities, will be used to change almost beyond recognition the Greek-letter system."

"We predict, gentlemen, the metamorphosis of the American college fraternity. We predict the gradual adaptation of the institutions of American higher learning to the European ideal. We predict the destruction of the present system of intercollegiate athletics, the concentration of undergraduate interest upon matters intellectual and aesthetic, the adoption of the tutorial type of instruction combined with the European lecture method. We predict the depreciation of the college degree and a growing emphasis on real achievement."

And later he recommends, "That Delta Kappa Epsilon and other college fraternities abandon weighty deliberation of windy trivialities and proceed from academic small potatoes to intelligent, fearless attack upon the problems of present day America."

Expressing a similar view of the importance of our concentration of vital problems, *Dean Culver of Stanford* at the National Deans of Men meeting two years ago said, "Let us not become mere traffic officers halting or moving machines, nor filling station attendants measuring out gas or oil by the gallon or quart or wiping off windshields, or preachers or moralists. We are consulting engineers in the great science of Life.

"If we are qualified by education and experience in life, if we are happy and human and are more interested in helping others than in adding to our prestige, our lives will be much worth while.

"*Dr. Wilbur* tells the story of a prospector he met up in the Klamath River country in Northern California. 'The old fellow said that he had

been hunting gold for thirty years, but that twenty of those years had been spent in looking for his burros!

"Let us not forget that we are educators; that is our real work. If we have to spend too much time chasing burros something is wrong. The burros need hobbles or better stake ropes. It is easy to wear one self out chasing after things that have even longer ears than burros. It is a very easy matter to forget the gold entirely and take a certain grim delight in simply chasing down the strays that have wandered away from camp during the night. No man is an educator who finds his chief delight in capture of captives. The great teachers, the great educators as I recall some of them, were not confined to any one subject or any particular classroom schedule. Their methods were very simple. They were individualists who inspired those who needed inspiration; they gave hope to those without hope; they cleared away the mists for those who were confused; they made realities out of possibilities; they spoke the truth at all times. They did not become weary in well doing. They must have been cheerful souls, too. It is not recorded that they gave long and tiresome examinations, or that they were especially anxious as to what people thought of their work.

"*David Starr Jordan* always said that the world steps aside for the man who knows where he is going. I believe that it does more than that. It runs forward to meet him, and points the road ahead."

Another serious obstacle to progress in our program is the general view held by many faculty men, most fraternity alumni, and the public in general that somehow the undergraduate is running wild and needs the restraining hand of older alumni members to put him in his place. Such views are predicated on assumption that a generation which attended college twenty-five years ago has a corner on all knowledge, and that it is the only generation qualified as experts to speak on college problems.

*Dr. Ray Lyman Wilbur*, speaking at the same meeting as Dean Culver two years ago had a different notion. He says, "Therefore, in this shifting of standards, I hope that we can always make a place for initiative, make a place for the individual that respects himself. That is the thing I have against fraternity initiations, as they are often practiced, they are not in keeping with human dignity. They are degrading and unwholesome. If a permanent organization makes that a part of its plan of admission, they are starting wrong, in my judgment, in the development of manhood. Young men have enough things to make them cynical, suspicious and critical. I think that one of the great problems before our fraternity system is to make it seem worthwhile to a man that has a sense of human dignity and decency and wants to be himself, not just one with a common label. The fraternities have failed in some ways to live up to their full responsibilities. One reason is the economic pressure. When the fraternity was a reasonable size, eighteen men we will say, there was the opportunity for common

ideals and for the men to aspire to make that fraternity one of leadership in every direction, but when the group grows to thirty, that is too large for the particular purpose. In my experience, it results in the breaking up of the organization into a majority and a minority group, and results in a dip in the record of that organization.

"There is little, I think, that the alumnus can do about it. He tries, but the more I have watched the development of these groups the more I think it requires a certain process of evolution to bring about results. The organizations such as fraternities eventually sense their responsibility and become proud of their actual accomplishments."

*President Ernest Martin Hopkins of Dartmouth* speaking in convocation last fall while presenting a verbal portrait to offset the "rah rah" impression prevalent in the land that, "For we all came to college, but we didn't come for knowledge, so let's raise Cain while we're here," said:

"The true portrait of the American college would show a community in which generosity of spirit and graces of culture are predominant, where eagerness for truth and wisdom pervades the atmosphere, where the co-operative enterprise which we call education is carried on with mutual esteem and respect between faculty and students. It would likewise show, to be sure, some degree of self-seeking and self-indulgence, some effort to arrogate special privileges to individual selves, some pride of opinion, some intellectual arrogance, and some close-mindedness, but these would appear as they are, merely as blemishes upon the portrait. Each college generation has it within its power to refine or to smudge this portrait."

In contrast to the views of these men is the age old alarm of age with the actions of youth. I wonder how many of us can remember some gloomy, sour, self-styled philosopher saying something like the following, "Our earth has degenerated in these latter days, and there are signs that the world is speedily coming to the end. Bribery and corruption are common; children no longer obey their parents. The end of the world is approaching." The above paragraph was written in Assyria in 2800 B. C.—Sounds up to date doesn't it?

Let me quote from the biennial report of the Secretary of another Fraternity. "Many speakers and writers during the past few years have been wont to go on at great length discussing the 'revolt of youth.' They have much to say of youth's attack on established institutions. But this so-called attack is not confined to youth. We are in a questioning age and there has never been a time in all history when educational institutions have been subjected to more exhaustive examination than the close scrutiny now penetrating their every nerve and fiber.

"Educational institutions have always been a strange intermingling of open minded liberty and progress with blind, stagnant reactionaryism.

During the past century the colleges and universities of America have become so thoroughly wedded to the four-year academic college idea that almost any mention of separation seems like heresy. But in recent years the relentless, fearless questioning of curricula, methods, and results brought to light the rather startling fact that approximately one-half of the students entering college were incapable of successful completion of the four-year courses provided. Of the remaining one-half a portion were receiving very little of truly lasting benefit while those of highest ability were often injured by the educational organization to which they were subjected.

"The most important purpose of our colleges, that is, to provide for the individual needs of the student, was almost lost sight of.

"The forces of standardization which have proven so valuable in industry, and which have been so necessary in building up our great system of primary and secondary schools, eventually permeated into higher education. The leveling processes forced upon colleges by the various professional and educational associations have resulted in the growth of a most intricate system of prerequisites, credits, and units. Such developments have come out of the older and larger institutions and have completely absorbed the smaller ones. These forces have stifled originality and independence of thought in curricular organizations to a point where our colleges, large and small, have become almost machine-like.

"The standardization day is rapidly passing. Fortunately a few institutions still possess the scientific spirit and courage necessary to push out into new fields. Who knows whether a college course should be four years or only one, two or three or perhaps five, six, seven or eight? Who knows whether we should not have courses ranging from one to eight years in length, depending on the individual student's natural capacity for profitable absorption of the material offered by organized education? Experimentation and careful research into facts already assembled will bring us rather broad changes in higher education. . . .

"'Snap judgments' will avail us nothing, personal opinions are of little value, past experience offers meager help. There is serious danger that we drop out of step.

"We have become complacent because of the absence of adversity in the last three decades. Our growth has been easy: College men of the present generation are victims perhaps of a softening philosophy of life because their fathers have fought, slaved and sacrificed for their ease. As the control of our fraternity passes on into younger hands there is a danger that it will become satisfied, too, to drift pleasantly along the stream of comfortable inaction into the sea of oblivion.

"A danger not often recognized in our self-satisfaction is our habit of hanging out the 'no help wanted' sign whenever criticism is turned in our direction. Whenever a college administrator offers any sug-

gestions which sound like criticism we have a tendency to draw into our shell, wrapping ourselves in a blanket of excuses. Progress is not made by throwing up a smoke screen of alibis in order to dodge criticism. We must meet our attacks in the open, welcome criticism from college authorities and work hand in hand with them.

"Sixteen years ago, our Fraternity, in its declaration of Principles adopted by the Seventeenth Grand Chapter, established a new philosophy for College Fraternities. Let me quote, 'Such being our fellowship and faith we now make bold to declare that we deem our Fraternity to be an integral part of the undergraduate life of every college in which it has a home. We pray to be a helpful and useful factor in the splendid things for which it stands—its traditions of unfaltering friendships, its noble associations of teachers and students, its memories of unselfish achievements, its countless out-reaching longings of young men for the prizes of life.'"

"Therefore, we pledge our full co-operation to the Presidents, Faculties, and Trustees of these colleges and ask for the opportunity to support and serve them.'"

"I have complete confidence in the active chapter members when they have all the facts before them. They are easy to reach. This is not true, however, with the Alumni. Of our 22,000 alumni, only 3,500 receive our magazine. Probably very few outside of this group know anything about developments in the Fraternity world.

"Painstaking study, clear thinking, careful planning and courageous action will be necessary to keep us in the forefront of College Fraternities in their effort to be a positive, vital, constructive force in American education."

Here again we find that same conviction that much is to be done, but that the younger generation will have to do it.

*H. G. Wells*, generally counted as one of the more staunch foreign friends of this country, in an essay published two years ago said, "At present the United States is ruining the mentality of its ordinary men and women upon a common school education no better than, and in some regions not nearly as good, as the elementary education of the more advanced European states.

"In view of the stupendous role the United States can and ought to play in the drama of human destiny, in view of its enormous wealth and limitless resources, its educational organization is as yet nothing like what it ought to be, and could be. It is at present facing a new-scale task with an old-scale mental equipment."

From many other sources comes constant criticism followed by the searching fingers of research. *President Coffman of Minnesota* fitly described this situation when he said, "What I have been trying to say is that the most important trend in university circles today is the struggle for the right to exist as universities. The fires of criticism

have been burning more brightly and with greater intensity in the last decade than at any other time in American history. The right to exist and the freedom to enjoy that right were never more essential to the life of a university than today. Those who believe in these ideals must ever be on their guard if their universities are not to become play-houses, social clubs, or the agents of special interests. This right to live on the higher intellectual levels is more important than money, more important than numbers of students, more important than the personnel of the university's administration, more important than all other considerations combined."

Not long ago a great University announced that its new, brilliant young president had hit upon a new idea in education. He was going to provide for an adjustment of training to the individual's intellectual capacities and needs. The announcement was hailed by the press of the country as a startling discovery presaging a new era in education despite the fact that Plato writing his "Republic" some 2,300 years ago presented similar ideas and his plan for putting them into effect. One might well ask why we have not translated Plato's ideas into action. The reason is that it is only in the last ten to fifteen years that we have begun to make scientific measurements of individuals sufficiently accurate to provide for individual needs.

As a reaction and backwash of our industrial age the whole attention of educators is again being focused upon the individual.

The preceptorial system at Princeton, the tutorial plan at Harvard, the honors and freelance courses which have been underway for the last ten years at many colleges and were announced so recently at Chicago are all trends in the same direction.

*Chancellor Lindley of the University of Kansas* speaking of "The Revival of Personality" said, "Now what of higher education? Released from a good many bondages of the old physics with its mechanistic trends, it is turning unmistakably to the intensive cultivation of the individual as never before. The Oxford plan, the honor course, orientation courses, separate housing even where the Oxford plan cannot be carried out completely, and a host of other devices are all responses to the democratic conception, the new conception—of leadership and of individuality.

"The old aristocratic theory of leadership was that we have a very few voices and all the rest are echoes—just a few sulphides and all the rest of us bromides—the universal genius, the Caesar, the Napoleon, the Washington, and all the rest of us followers. Today there is the new conception that in the intricate social, industrial and commercial life, with its specialization of fields of activity, with more than thirteen thousand ways in which men may more or less honestly earn a living, the opportunity for leadership is not merely as multiple as these vocations, but as the kinds of excellence that men may find effective for their own lives and for the lives of others. In studies of leadership



made years ago by Terman. it was found that in a group of four or six children doing a certain sort of task there would be one leader, and other leaders were found in groups performing different types of tasks. When those leaders were shuffled and placed in new circumstances and with new tasks, new leaders were developed. Out of this grew the view that everybody has influence in some respect. Somewhere everybody may find an opportunity to lead and have unique success. The qualities of genuine leadership carry with them the ability to follow faithfully and loyally those who excel in other lines. A good leader is always a good follower."

This revival of interest in the individual has focused attention upon the extra-curricular factors in education with recognition of the importance of understanding everything about the individual's twenty-four daily hours, if he is to be taught most effectively. Mr. Lindley continues, "Today there is another great movement that I must mention before closing. It is the attempt to weave the so-called extra-curricular activities into organic unity with the great scheme of higher education. Just in proportion as we see adolescence and youth as great bundles of instincts, hungers, and thirsts, high and low, just as we recognize the legitimacy of every one of those instincts in its place and in due proportion, so we have come to attempt to interweave these trends and passions of youth and to lead them into captivity by the great intellectual traditions of our race. It is an attempt to humanize and to intellectualize these instincts of the natural man.

"Recently our youth has fed on the current literature of the cave man. But now it is turning unmistakably, of its own choice, to that other part in literature—the part of discipline, which recognizes that not only lust and anger and fear reflect the voices of extinct but triumphant generations speaking through youth, that a regulative passion, a desire to put one's life in order, also comes down from a remote past. Man is the ordermaking creature. This hunger for discipline is all about us, growing in intensity ever since the backwash of the Great War.

"This, then represents the countermovement to the mechanization of life and to the philosophy that grew out of it. I cannot close without quoting again from that great thinker who represented the new freedom of this country, Ralph Waldo Emerson, who said, 'We call these millions men. They are not yet men, half engaged in the soil, pawing to get free. Man needs all the music that can be brought to disengage him. If love read love with tears and joy, if war with its scourge, if war with its cannonade, if Christianity with its charity, if art with its portfolios, if science with her telegraphs through the deeps of space and time can be loud taps on this tough chrysalis, break its wall and let this new creature emerge erect and free, make way and sing paeans, the age of the quadruped is to go out; the age of the brain and of the heart is to come in.'"

Let us note some other administrative views on the fields for ad-

visers of the individual. *L. B. Hopkins, President of Wabash College*, formerly in charge of Personnel Administration at Northwestern University after visiting fourteen universities to investigate Personnel Procedure in Education prepared a most able report. Referring to the part in mental hygiene which intelligent advisers might play he said, "Unaided, the mental hygiene group can help only those students who come to them for counsel and help. If it is made a part of the whole personnel plan, this service can be extended to many more individuals and especially to those most in need. Even more important on a long time basis is the fact that by co-ordinated effort the administration and faculty may come to a much better understanding of student problems. Such an understanding is bound to increase their effectiveness as teachers and their influence on the minds and characters of successive generations of students inside and outside of the classroom.

"In every institution there are those who oppose this work and those who, while not openly antagonistic, nevertheless hold themselves apart from any active affiliation with it. Prejudice and sometimes ignorance of the compelling forces of life, both within and without educational institutions, have made it difficult to interpret our own lives to ourselves. For the teacher to interpret the lives and customs of other peoples and other times under these conditions has been more difficult still.

"Life today on any college campus is the student's concept of actuality. It is in terms of this actuality that he is going to be able to profit by the lessons of the past. It is only on the basis of the present that he can build for the future. It is only to the extent that we come to know him and understand him that we can know his present and, while he may take from us much more than we can give, we can give only out of our own knowledge and understanding."

The field of vocational guidance in its broadest sense calls for a large part of the adviser's work. *President Angell of Yale* says, "It is an extraordinary circumstance that so large a portion of our students come up to the spring of their senior year with little or no plan for the future, with no decision as to the field of work which they will enter and frequently with little or no knowledge of what opportunities are offered by the world of affairs to the college graduate. This is peculiarly striking in an institution where approximately a third of their classmates are partly or wholly self-supporting. As time goes on, the day arrives when they simply must have a job and so they jump at the first one which comes along, regardless of the likelihood that they can succeed in it. Now a certain amount of rough and tumble at the outset of life is doubtless a good thing for many types of men, and it is certainly impossible by any device now available to predict with confidence what calling any given individual will find satisfying and in what one he will succeed. Nevertheless, our present procedure in the whole matter is highly irrational and deserving of radical alteration."

*Dr. Hopkins* speaks later of the matter of using disciplinary actions as a constructive force in character building. "In minor cases of discipline and in fact in all personal contact with students, willingness to maintain an open mind and avoidance of arbitrary methods appeal to the sense of fair play that is so much a part of the code of the college boy. I suppose there are on every campus a few men who have lost their chance to have any effective contacts with students through having gained the reputation of being unjust, but the man who is reputed to be a "straight shooter" is in a position to exert a powerful influence within the student body.

"In the treatment of this subject, there is much literature from which I might draw to advantage. It would be particularly appropriate to quote from "The Undergraduate and His College," by *Frederick P. Keppel*, in his chapter on Educational Administration.

"In dealing with crimes and punishments and in particular with the moral failings of students, the modern idea of deliberate substitution of some new interest to take the place of the deleterious one is rapidly taking the place of the old policies of repression and terrorization. The natural curiosity of man is a tremendously powerful instrument, which is easier and more profitable to direct into new channels than to attempt to extinguish."

Adjustment of the Freshman to his new life seems to be of utmost importance as pointed out by *Ernest H. Wilkins of Chicago*.

"When one is entering on a new phase of experience, it is, of course, extremely important to get started right, for the impressions received and the tendencies which appear at the outset are likely to harden into opinions and habits which may be of momentous weight in determining the course of the life that is to follow.

Entrance into college affords a crisis of just this type. The first term is likely to govern later terms, and the first week of the first term is likely to imprint its character on later weeks. So much is new—an environment new not only in that it is locally different, but in that it is not home; associates, older and contemporary almost completely new; a type of teaching and a type of study almost entirely new in scope and in intensity; and an endless variety of new and miscellaneous interest—that it is no wonder that many a Freshman has grown bewildered and discouraged and has fallen into habits and associations that tend to counteract the educational purpose rather than to reinforce it."

"Clearly, then, if a college is interested in the success and welfare of its newcomers, it is worth while to concentrate on the task of adjusting the Freshmen rightly to their new situation."

But it seems even more important to have fully trained and qualified advisers as indicated from four sources. First, *Hopkins* presents a statement from one university, "Again, not everyone is especially fitted either by temperament or training to interview a student. For example,

I have noted in the work of the Student Committee, of which I am chairman, that two members of the committee may ask almost identical questions of those who appear before the committee, and yet one of these members will antagonize by his very manner and tone of voice."

Second, *Prof. Donald G. Paterson of Minnesota* who has done much in training teachers to find the individual student and his problems, explains, "The faculty advisers should not be thought of as offering a mere 'Pollyanna attitude' which seeks to solve student problems by spreading good cheer, optimism and expressions of faith in the inherent goodness of human nature. Unintelligent advising is apt to be of this sort. Neither should the work be confused with that of sentimentalists who have no real knowledge of the complexities of human nature or of the mechanisms of human adjustments but proceed to bring about better adjustments on the naive theory that the liberal use of praise and blame, of simple rewards and punishments is all that is necessary to make each student do his best.

"There is an important theoretical basis for such advisory work outlined as follows:

a. Appreciation of the extent and nature of individual differences in aptitudes, abilities, interests and desires among college students.

b. Appreciation of the range of motives among college students, direct and indirect means of expressing these motives, the numerous possibilities of mental conflict arising from the multiplicity of motives, and possible methods of solving such conflicts in harmony with the student's best interests.

c. Knowledge of the more obvious symptoms of mental hygiene problems so that those requiring the special services of a physician, a psychologist, or a psychiatrist, may be referred to the proper agencies.

d. Knowledge of and ability to utilize social case work technique in interviewing students.

e. Familiarity with the significance of the results of devices for measuring intelligence and other personality traits.

f. Knowledge of the educational significance of extra-curricular activities.

g. Knowledge of sources of occupational and vocational information.

"It is apparent that such advisory work requires trained interviewers, a detailed knowledge of the assets, liabilities and opportunities belonging to each advisee, and a continuous prosecution of research to develop better methods of personality analysis and opportunity analysis."

Third, *President Angell* describing the basis for selection of teachers thinks that, "To suppose that a freshly baked doctor of philosophy is ipso facto equipped to teach freshmen is a tragic fallacy from which much suffering has resulted. But the contrary fallacy is, in the long

run, more fatal. To imagine that a man who has the trick of enthusiasm, who is amusing and possibly often, in a way, thought-provoking to a class of callow freshmen, will continue to display even these qualities, to say nothing of any of a more substantial character, if he has not the ambition and resolution to be a scholar, is to turn one's back on oft-repeated experience, to enter into a peculiarly superfluous fool's paradise. Such men quickly run down, their jokes become stale with familiarity, the limitation of their learning presently undermines their prestige, and even their enthusiasm gradually oozes away leaving disillusioned hacks, whose names are likely to appear for a long time in the salary rolls, but whose real value as teachers has long since passed.

"In other words, we must seek and, so far as possible, must secure teachers who have the magnetic qualities which appeal to young men, but who at the same time are scholars by training and by ambition. No doubt this is difficult, but it should by no means prove a hopelessly impossible objective, and the full recognition of both aspects of the case by department and school faculties alike must be brought about. A reasonable recognition by each of the groups of the points of view and ideals of the other is indispensable. Nor should this be difficult of attainment, as the same men serve in each of these capacities."

And finally *Dean Hawkes* seems to think that the adviser must not only have a great fund of knowledge of the individual but must have the qualities which will establish this reputation as a "wise and friendly counsellor." He says, "The department of psychology has up to the present time possessed what seems to be an improper monopoly in the study of measurement in higher education. The facts that we wish to discover about the individual do not merely concern the level of his intellect. They have to do with his heritage; to this extent they are biologic. They have to do with his background and his experience; to this extent they are social. They have to do with his resources; to this extent they are economic. They have to do with his ambitions, tastes, and dreams; to this extent they call for the friendly and wise counselor. In any case, as complete and sympathetic and objective a knowledge of the boy as it is possible to obtain must be gained during the first two years of his college residence in order that we may help reveal the young man to himself, and that we may at least enable his advisers to avoid giving him bad advice."

We have all watched the development of the present trend toward supreme emphasis upon the individual. The necessity for highly qualified advisers, counsellors, preceptors, or tutors for students has become quite generally recognized. Just where does the fraternity enter the picture? Before answering, a brief review of the fraternity preceptor system would be quite in place.

Along with the development of scientific teacher training which began with this century there came a questioning of fraternities partly by colleges and partly by alumni. As the alumni grew in numbers and

influence they began asking about the worth-whileness of these organizations into which so much money and time were being poured. Colleges began taking notice of the low scholastic achievement of many fraternity chapters. As a result of this, fraternities began a campaign to boost their averages to a decent level. In spite of these campaigns, some of which are now over twenty years old relatively little progress has been made.

Now with the alarm over the spread of the "dormitory building movement" we find many men scurrying about to save fraternities.

On the other hand we have a group of men who are trying to lead their fraternities into courses of action which will make them a more vital part of the educational program, making a more positive contribution toward the richest fullest development of the lives of its members. I hope to be numbered among the disciples of the latter group. I believe the American College Fraternity is here to stay. It matters little whether chapters pass out from time to time in certain universities where the administration has been so blind as to be unable to see that "Americans as a nation excel in the traits typical of youthful beings, that they optimistically let the instincts of love and gregariousness, friendship, and community predominate over those of combat and dispersion."

Of what great import is it that a few new publicity seeking administrators fail to recognize that the college fraternity answers a vital need for the outreachings and yearnings of the finest young men? If I thought the fraternity preceptor system was being brought forth merely to save the fraternity, I would not spend a minute on it. If I did not think we could do a certain piece of work better than it can be done by direct faculty action, I would be the first to step aside and say let us fold up our tents.

Twelve years ago one of the fraternities started building up a great endowment fund. One of its purposes was to provide for scholarships and loans for graduate students who could supervise the scholastic program. This point of view seems to be general about the present "preceptor system."

Some older man was expected to live in the chapter house, wave a magic wand of some kind and his chapter would immediately win the campus scholarship cup. A few conceive of this preceptor or tutor as a boss of some kind who will keep the active members under his thumb. No more unfortunate conceptions could have been evolved. Most of the fraternities have an alumnus or faculty adviser for each chapter. Some of these men have done splendid work. I know a few whom I would not trade for the highest paid personnel officer in the country.

A few fraternities have tried the plan of having a young alumnus, usually a graduate fellow, live in the house to coach the freshmen and

act as a general counsellor. Delta Tau Delta, Delta Chi, Phi Gamma Delta, Phi Delta Theta and Sigma Nu are the ones I know of who have tried this plan. All are enthusiastic about its possibilities.

Those who have attempted to analyze the purposes and functions of fraternities list the following:

1. To assist the freshmen in the difficult readjustment between high school and college when all home ties are broken for the first time in life.
2. To take the place of parents for four years—the work of the fraternity begins where that of the father leaves off.
3. To assist the freshman in the crystallization of his philosophy of life so that his standards for self and social relationships shall be clearly defined instead of chaotically dispersed.
4. To teach group consciousness.
5. To teach group loyalties.
6. To furnish a laboratory for the practice of and developing capacity for self-government.
7. To develop capacities for friendship.
8. To teach men how to live, work, and think with other men.
9. To assist the individual in his self expression and development.
10. Finally, to furnish a guide and inspiration for the spiritual development of members during the four-year period in which for some indefinable reason, the church seems unable to function.

In what way may the fraternity preceptor system bring these functions to a higher stage of fruition?

Let me quote *Dan Grant* again, "Late last spring President Roscoe Groves of the Western Division took a jaunt out to the Pacific Northwest ostensibly to help in the installation of Delta Lambda Chapter. While out there he visited a number of alumni groups, universities, and other chapters of the Fraternity.

"When he returned to Kansas City, he sat down and wrote a report on what he had done. In it he said—perhaps the outstanding thing he has said so far as the Fraternity policy is concerned:

"There is one thing that stood out and impressed me more the longer I visited the boys, and that is the absolute necessity of the *guiding* hand of older men in the management and functioning of the chapters."

"I think his word is well chosen, for he uses '*guiding*.' This is quite different from dictation, arbitrary control, or military discipline. Guidance depends upon the power for spontaneous leadership. It stimulates growth; it does not exact tribute."

"It is such an idea that the Fraternity is now working out as a policy. It has chosen to call these people whom it wishes to supply regularly preceptors. One house has set this word aside in favor of "house adviser." But the word is not important. That we have reached the point where we can make this objective one of our principal ideas is not to intimate that we have not in the past on occasion seen the

idea in actual operation, as indeed we have. Let this not be misunderstood. . . .

"Generally speaking," he continued, "it has been found that poor grades in the fraternity house are not necessarily a reflection of poor ability. We are confident that as soon as the question of university success, is taken up seriously, conditions in the house are organized for university success, that soon the problem of grades will pass, and then will come the richest possibilities for which we are striving and which one report characterizes as 'an atmosphere in which ability, intellectual achievement, and strong scholarship, integrity of character, and the strong bonds of common interest and high purpose are the rule and not the exception.'

"As the attitude in the chapter house is thus modified, it becomes necessary to bring in certain other influences which would really fill in the new demand—indeed these added influences are part of the method of producing the change of attitude which, in the past, has too frequently been one of contempt for intellectual effort and an admiration for crudities of speech, manners, interests, and tastes. Among other things this means a clean house—if the house is not already clean. With one exception the houses with praeceptors which I have visited have a very fine atmosphere so far as the furnishing and the treatment accorded it by the boys are concerned. . . .

"Any member of the chapter who has difficulty with his work is encouraged to consult with the praeceptor about it; and he will, if necessary, tutor him. Each member is interviewed frequently. In order that the praeceptor may ascertain what he is doing in his regular work, how he is progressing, what are his aspirations, discouragements, problems, successes."

Then after commending the work done by two voluntary praeceptors, he adds, "But how long may we expect Frank Fallum and W. W. Lewis and Dave Odiorne to continue thus to give liberally of themselves and their time? If for cause they should have to leave sometime, shall we be lucky enough to draw others like them in their places? Sometimes yes; sometimes no. We have certain chapters that are completely out of touch with alumni, because none live nearby. We have a great number where chapter advisers who are doing valuable work wish constantly that they might do more. And so long as there is Delta Tau Delta we shall be the beneficiaries of this loyal interest on the part of certain alumni. The question is, however, does the constancy of that interest and loyalty assure to each chapter the continued guidance that is required? It is to bridge this gap and to secure for each chapter continuous attention that praeceptors are being supplied. To begin with, we are using young men almost exclusively, because of the limitations of expenses and of the availability of such men.

"As this work develops, it should be clearly understood that it is



evolving naturally out of the best experience of the past and does not represent an innovation or any amendment of our best experience.

"The story is told elsewhere of the work of Joe Rogers last year as praeceptor at Beta Upsilon, at the University of Illinois. He lived with the boys and worked with them a definite amount of time each day. As a result scholarship was improved; the attitude of the members of the chapter toward scholastic success has changed. There is a better spirit in the house. Finally, the chapter house is becoming, indeed, a center of attitude and sentiment which is closely akin to the highest purposes of the University."

What is interesting to me in Mr. Grant's words is the emphasis on integrity of character, strong bonds of common interest and high purpose rather than on iron-clad discipline to force men to pass their work.

Without meaning to give undue space to the Delts, I would think my report empty indeed were I to fail to quote the closing part of *Mr. Alvin J. Duerr's* report on scholarship to the last Interfraternity Conference. When I received this report this winter I immediately had it reprinted and sent throughout our fraternity. He said, "I should like to express an opinion which has become a conviction as I have watched the accumulation of facts during the past years, and the reaction of our members to these facts. There would seem to be too much of the spirit of discipline in our efforts to improve the scholarship of our undergraduates; punishment, if they do not; reward, if they do. Think of rewarding a boy for not betraying the trust that his father placed in him at great expense, often, sacrifice, to himself. Why not reward him for not stealing? I cannot see that either of these methods has produced real results for the fraternities that have tried them; nor does an elaborate technique do much good. A college man who requires a monitor is a pathetic spectacle, and belongs in a different type of institution. Two years ago our committee recommended the tutorial system as a possible solution of this problem, and we repeat our recommendations at this time; but we do not have in mind a tutor in the American sense of the word, but rather in the Oxford sense; a mature man of such culture and understanding, and force of personality that he would gradually convert the dull sessions of the average college group into something that would really satisfy the unquestioned idealism of college men, who would stimulate an interest in things of the spirit and the mind, and so create in the chapter house an atmosphere approaching the intellectual, which is the only lasting stimulus to independent and fruitful study that I know. The tutorial system is not directing study by disciplinary methods, but is inspiring an interest which will lead voluntarily and eagerly to study."

"Too many of our young men come from homes which lack an intellectual background; so we have little right to expect them to have an intellectual interest when they come to us. Too few of our teachers

think of study in terms of glorious pursuit, or of the art of making the mind serve the will of men, or of enriching life by multiplying its contacts; they treat it as a chore, as a grind necessary for some degree, or as a means of acquiring information that may be a fact and again may be only a pipe dream, utterly without value as we get out among men. We have no desire to do the work of the college even when the college falls down; our purpose rather is to give to our members something that will bring to fruition their highest aspiration, and that will send them out into the world the better prepared to be of service. A keener interest in academic work will come as an inevitable by-product. If you give a young man the right slant on life, the rest of it will come without urging or discipline. We should take the kind of interest in our undergraduate members that an intelligent parent takes in his sons, for if we are substituting, it is for the father and not for the college."

Fraternity workers seem to be agreed that their organizations must play a more integral part in the educational program.

A growing body of fraternity opinion supports the preceptorial or tutorial system modified to fit the fraternity as our best single hope to be of greater value.

How can this system be developed? There are three general forms:

First, the alumni adviser giving one or two evenings a week to his chapter, if he is the right type of man can contribute much to the lives of the members. Some individuals in this class have been most valuable. Their greatest weakness is their lack of training in the theoretical basis for their work. This, however, can be overcome to a great extent where the college has a suitably trained expert to train and advise with these alumni counsellors. The difficulty will always be in finding the man of the right temperament who has the necessary time and desire to make his work successful. We have a number of splendid men who are now working with our chapters but they still affect only a small per cent of the total. We hope to increase both the number and effectiveness but they will always remain as a rather uncertain factor due to the demands of their business, professional and family interests.

The second form would probably be classed more properly under the preceptor system. I refer to the employment of an alumnus, usually a graduate fellow but in some cases a man of more mature years, of such culture and keen insight into college minds that he can truly help young men find themselves. There are many who contend that the average graduate fellow would be of little value, and while there is some merit to their contention, note what *President L. B. Hopkins* has to say. "The effort is made in this preliminary interview to discover whether there is any way in which the individual might profit by further advice. The experiment has been carried on so far on the assumption that comparatively young graduates could do this type of interviewing

on a full-time basis better than members of the faculty or administration who could at best give it only a small part of their attention. Young graduates, if picked carefully, can be secured with the necessary background in psychology, sociology, and statistical research and who have in addition a thorough familiarity with the campus and its traditions and an inherent interest in individuals. They can be trained in the technique of interviewing, so that it is possible to follow a fairly well standardized procedure without injuring the quality of the personal contact in the least. Weekly conferences of interviews make it possible to continue this training throughout the year. It is claimed by the institution where this experiment is being carried on that these interviewers, even though they are not as mature as the average professor, are actually better equipped for this particular type of contact with the students than the faculty members are apt to be."

It is well to remember the emphasis on training of the interviewers. The fact that a man was a good chapter head and was a "big man on the campus" by no means qualifies him to be a high-class tutor. A second objection is that if a man is much good he will leave for higher paid work. There is no way to avoid turnover for this cause except by raising more funds. The third criticism is that it costs too much. John Ruskin once said, "There is hardly anything in this world that some man cannot make a little worse and sell a little cheaper, and the people who consider price only are this man's lawful prey." Of course it will cost money. It will cost \$500.00 to \$2,500.00 a year or \$20.00 to \$100.00 per year per member in a 25 men chapter. Supposing it does? Nothing really valuable is free. Worth while things are usually priced in proportion to their value. We have been pouring money into houses until now the Greek letter fraternities have about one hundred millions invested in the equivalent of college dormitories. Though we permitted alumni competition to make our appetites outrun our pocket-books, yet we have never whimpered. Now some of the colleges think they'd like to handle the housing. Well and good, we will continue to co-operate in every way possible. Why then should we complain about the cost of a preceptor? This class of counsellor has almost unlimited possibilities, if we work through purposeful contacts, wherein the Seniors are trained to discover the individual needs of underclassmen and are organized in a manner to assist them in making their individual adjustments.

Hopkins, again:

"At one institution, faculty and upperclassmen are definitely organized for such personal contacts as would come under this general heading. Here, however, although the purpose of such contacts is clear cut and the work of various groups carefully planned, there has been the conscious effort not to formalize the organization by titles or systems. Thus, while the work itself is not formalized, the results more

nearly approach the idea than do those groups of other institutions where there is a greater degree of formalization."

Assistant Dean McCreery of Minnesota briefly describes one of the best approaches to this problem yet attempted.

"The training of pledges is recognized by fraternity men as one of the most important concerns of the college fraternity. It is also one of the fields of fraternity activity in which there is the greatest need for improvement. The old view of pledge training was to get a number of strong oaken paddles and administer a number of swats with a strong right arm to each pledgeman, no matter what his department might have been.

"The modern point of view is that the pledge or probation period should be one of orientation, a period during which the freshman should become adjusted to his new environment. This orientation must be an individual matter. The same dose of medicine cannot be given to a score of sick men irrespective of the differences in their diseases. With this idea in mind, an organization was formed of the pledge captains of all fraternities. The pledge captain is the upperclassman chosen by each group to supervise the training of the pledgemen. This organization met weekly during the probation period to discuss common problems and develop a technique of pledge training. First, a card was devised which, when filled out, would give all available information on each pledgeman. These cards contain information of the pledge's family background, his high school scholastic and extra-curricular record, his economic status, his college aptitude rating, and all available information as to the condition of his physical and mental health. This information was secured from university files and individual conferences with the freshman. This information is studied in order to find out the weak and strong points of each individual, and, on the basis of facts discovered, to guide him to make the right adjustment to the new fraternity group and to the University as a whole. When serious difficulties are encountered the pledges' captain refers the men to the university guidance agency which can help him more than he could.

"In the weekly meetings most of the discussions were led by Mr. Ben Schmoker, secretary of the Y. M. C. A. and graduate psychologist. In these discussions such topics as 'How to Study,' 'Supervised Study,' 'How to Take Notes,' 'How to Prepare for an Examination,' 'Personal Health' and 'Mental Hygiene' were taken up.

"It is too soon yet to predict any measure of success for this project, but it is being continued for next year by vote of the council. Just the fact that the fraternities are looking at this problem in a constructive way is a healthy sign."

Using trained upperclassmen as tutors is to me one of the most promising developments of personnel procedure. The fraternity is particularly adapted to this method. If each college were to develop

a capable expert to work with the leaders of each ten chapters, there is almost no limit to the improvement which would take place in fraternity life.

The administrator asks where the money is to come from. The money should come from the fraternities or from both. Each ten fraternities paying \$200.00 each or less than ten dollars per man per year would provide a man who could more than earn his salary just in spending a few minutes each week with the business manager of the chapter. I have arbitrarily selected ten chapters because with such a number this special type of preceptor could meet with each chapter as a whole at least once in two weeks and could spend half a day each week in each house. Weekly meetings with the counsellor in each house would clear up any troublesome problems and serve as a splendid course in studying personnel methods.

The seniors would not only be serving their organizations, but would be acquiring a good knowledge of the intricacies in diagnosing and curing mental "problems." With the college selecting the man and the fraternities furnishing the money, this system offers a plan where the direction comes as it should from the college and the support comes as it should from the men benefited.

There are men of all ages who can serve as preceptors—elderly teachers, young graduate students, and also undergraduates.

Professor Richardson in his book, "A Study of a Liberal College," says concerning the influence of teachers:

"Fortunately, the influence of high character is contagious. There are men who from the force and sweetness of their personality and the loftiness of their outlook, are radiating centers of goodness to all about. Most men in their younger years have come into contact with such personalities; personalities whose moral influence has been a lasting one on those with whom they have come into contact. The appeal of these men exercised as it often is year after year upon the hundreds of men who pass through the college, is a power which only those who have experienced it can appreciate. Unfortunately, men who have the power to influence masses are not common, but all institutions have connected with them as teachers, administrators, or undergraduates, men who in their own way and in their own degree possess some measure of it. They are the invaluable members of the college community; to be kept in the circle at all cost, for through them alone can the influence of high ideals and high character be transmitted."

Our task is here, each will have to solve it in his own way. We can each learn a lesson from Roscoe Pound in his book, "The Spirit of the Common Law."

"When Tom Sawyer and Huck Finn had determined to rescue Jim by digging under the cabin where he was confined, it seemed to the uninformed lay mind of Huck Finn that some old picks the boys had found were the proper implements to use. But Tom knew better. From

They are a perfectly natural outgrowth of college conditions; they belong to the springtime of life; they embody the spirit of youth. They represent the fine ideals of friendship, loyalty, and brotherhood before crass worldliness has chilled our enthusiasm, and the dull, drab, practical has stifled our emotions.

True as is ever the way of youth, these precepts of loyalty are too often expressed in doubtful ways; the principles of "fraternity" too often interpreted as protection for wrong-doing; and the delightfully romantic secrecy of the organization used as a cover for selfishness, license, and wilfulness.

But our colleges and universities must assume their share of responsibilities for these conditions. For many years educational institutions neglected these organizations; they tolerated them, they did not consider them of enough importance to be taken seriously. By this neglect they encouraged and developed a psychology of isolation, of independence that soon became separation from all academic and administrative responsibility, until today our fraternities are possessed of a background of isolation that has become a tradition. It is not strange, then, that every attempt on the part of college authorities to bring order out of this chaos should be interpreted by fraternity men as an effort to rob them of their God-given liberties, to emasculate them, and by some even as an attempt to destroy them.

It will not be an easy task to bring about right relations between these heretofore almost antagonistic groups, to create a real unity of purpose, to maintain a proper balance that shall not rob fraternities of their proper initiative and freedom by superimposing upon them unnatural restrictions; but which shall not either permit a continuance of those conditions which in so many instances destroy the real value and effectiveness of college life. Many mechanical remedies have been suggested and tried, to achieve these ends but so far with only mediocre results. Regulations have been made and restrictions enforced, but true understanding is not brought about after this manner. The solution lies more largely in the hands of fraternity men than anywhere else.

The period of expansion on the part of Greek letter fraternities is rapidly passing. Very little growth in numbers can be looked for. The work of the future lies more largely in the field of defining and uniting the interests of fraternities with those of the educational institutions of which they are a part. They must become constructive forces in our scheme of education if they would survive. They must not only have high ideals of loyalty, friendship, and brotherhood, but they must express these ideals in character, in a finer type of manhood; and in a more scholarly attitude toward education. They can no longer worship the dead, destructive traditions of isolation. They must enter into the spirit of the times and all present a positive and constructive attitude toward the problems we all face. The greatest obstacle in the way of this on every campus is the seeming weakness of chapters to control their

members, and moreover their seeming willingness to assume that once a man has his pin they are powerless.

In the face of this weakness and unwillingness, if efforts are made by administrative bodies to bring about better conditions by such mechanical devices as deferred pledging and other restrictive measures, it will be due almost entirely to the indifference, not to say stupidity, of the fraternity men themselves. Educational institutions, which alone make possible the fraternity system, will welcome wholeheartedly every evidence of real cooperation on the part of fraternity men, every indication of their willingness to assume real responsibility in the work of character-building.

As I have before indicated the motivating and constructive influences that are to bring fraternities and fraternity life into harmony with the requirements and objectives of our modern college and university standards must have their origin within the fraternity chapters and their national organizations. We can hope for very little of real value in this work through regulations which aim only at superficial evidences of misconduct or misbehavior which are more or less individual and which do not get at the real root of the problem, namely, the morale and the esprit de corps of the entire organization. The group must recognize the serious responsibility it carries toward its individual members. Housing conditions, opportunities for study, the attitude of the group towards scholarly ideals; these are the vital elements in any reconstructive policy.

Such things as "hell week," excessive social programs, use of liquor and other evidences of misconduct are only expressions of the irresponsible attitude of the group, of the selfishness of its members and their unwillingness to make the organization serve as a factor in real education and as an inspiration toward character-building and real citizenship.

It is interesting to note that national organizations are taking cognizance of this approach in the solution of fraternity problems. The establishing of the "Praeceptor System" by a few national groups indicate that they are beginning to understand the necessity of having within each chapter group some person or persons of maturity and good judgment, who will represent the finer possibilities of fraternity life, who will maintain ideals and standards of scholarship and conduct and who will not permit the selfishness and irresponsibility of a few to destroy the wholesome influence and efficiency of the group.

At the University of Iowa we have been working for the past two years on a plan which we have called, for lack of a better name, "Scholarship Proctors." By means of this plan a member of the group is selected by the group, by and with the consent and approval of the Dean of Men, to act as a scholarship proctor for that organization.

The cooperation of the Dean of Men and the chapters is necessary in order that a person may be chosen who is not only scholastically but temperamentally fitted to advise, aid and assist in a constructive way

in establishing standards of scholarship and a respect for scholarly ideals. It is desirable that these scholarship proctors should not hold any other office in the chapter in order that they may devote all the time they can spare to the problems that arise from time to time within their group.

To these scholarship proctors are sent every two weeks reports on the academic deficiency of members of their group. Regular meetings of all scholarship proctors are held twice a month at which time the Dean of Men and the Assistant Dean of Men discuss with them the problems involving scholarship, delinquencies, housing regulations, study hours, social programs, and problem cases. Suggestions for constructive work are placed in their hands by mimeographed copies and an effort made to develop a technique in the handling of problem cases that need advice and constructive suggestions.

During the present fall every effort will be made to place before these proctors the high school academic records of rushees in order that a chapter may avoid as far as possible selecting men who have little prospect of completing much, if any, college work.

An effort will be made to rate chapters not only on the grade point average of the group but upon the ability of the group to hold its men to their highest degree of achievement. It should be recognized that a fraternity group is not necessarily the superior group of the campus because it heads the list in the scholarship report for the year. We must recognize the chapters are some times unfortunate in securing men of uniformly low academic possibilities, but a chapter thus unfortunate may, through the instrumentality of the scholarship proctor and its officers, through its living conditions, enforcement of study hours, and control of social program, bring this group to a very high degree of achievement in comparison with its possibilities; whereas a group that fortunately contains a few high men may have a higher scholarship average and yet its academic mortality may be very great. In other words, a chapter should be measured by what it does with its men and for its men rather than by an arbitrary measuring scheme which does not take this into consideration.

I have described this plan of scholarship proctors and its method of operation not because it contains any peculiarly inherent qualities of superiority over any other plan, but that it illustrates the method of approach to the real problem which is the most vital factor to be considered. No institution could operate successfully a dormitory made up largely of undergraduate students, most of them immature freshmen and sophomores, by turning over the organization completely to the group. It has been clearly demonstrated that dormitories operated in this manner provide the very worst kind of housing conditions for young men engaged in the business of going to college and insofar as the dormitory problem has been solved it has been through the organization within the dormitory of a self-governing group under mature



and sympathetic leadership and with a certain continuity of administration which makes for solidarity and the developing of high ideals of scholarship and conduct.

In some manner, and in some way, this idea must be carried into fraternity life and organization. The tendency of colleges and universities to raise their standards of admission and of graduation, the severe competition in the business and professional world, demand, from all angles, that young men and women who attend college shall make a business of going to college and shall make college their business. All these things clearly demonstrate that there is no place in the modern scheme of higher education for fraternities built solely upon frivolous social standards, conducting their affairs in a shiftless, irresponsible and unbusinesslike manner and contributing little or nothing of an educational or character-building value to their members.

It is wonderfully encouraging to realize that national fraternity administrations are recognizing just these things, that they are building for the future, and that as rapidly as possible they are demanding of their chapters a more businesslike administration, an elimination of childlike, facetious "horse play," and conduct and behavior more in keeping with the business of getting an education. It is still more encouraging to note the cooperation which national organizations are giving to college and university administrations in carrying on this work, with the idea of retaining all that is good, wholesome and inspiring in fraternity life, to the end that these organizations may be perpetuated as an integral part of educational policy and likewise to the end that we may eliminate from these groups many of their essentially undesirable features.

The hope of every fraternity man is that these changes may be brought about in a natural and normal manner, namely, from within the organizations. That fraternity men will recognize the necessity of adapting themselves to the new order of things, and that they will recognize the fundamental philosophy in that old saying "when I was a child I thought as a child; when I became a man I put aside childish things."

The Chair: I regret that this fruitful discussion cannot continue in this formal way. I presume it will continue around the luncheon tables.

Dean Massey: I should like to ask Mr. Duerr to report to his Executives the action on Mr. Johnny Johnson, too.

Mr. Duerr: I think the Chairman has it.

Dean Massey: Johnny Johnson has been in this community recently. Our boys ran him off the campus this week as he was trying to restore and organize the Kappa Beta Phi; he is organizing Kappa Beta Phi and Delta Kappa. He is the Spartan Jewelry Company. The deans would be glad if you would scatter the news around.

Mr. Duerr: A resolution was passed asking the Interfraternity Conference to present this matter to its member fraternities. I took

the liberty of saying the Interfraternity Conference would send to every one of our members a copy of the resolution with a request for action and for cooperation. We shall depend largely on the support and help of our secretaries to see that it is made effective.

Dean Massey: He carries with him some recent fraternity graduate, and plants him in a fraternity house. He gets contacts that way.

Mr. Priest: May I beg the indulgence of the group for just a moment? It is common knowledge to you that you are losing from your group one of the outstanding leaders of the group. Dean Rienow has said that he liked to meet the Secretaries as they go about, I want to assure you men that the Secretaries, as they go about, find great inspiration in meeting you. It is a great deprivation to me that I no longer meet these men, no longer meet you men. One of your members has stood out in a great way by his charming manner, his personality. We all love Dean Clark, and we felt it our privilege to prepare a set of resolutions to be presented to Dean Clark. I will ask Secretary McIntosh that he read these resolutions to be presented to Dean Clark.

Dean McIntosh read the following resolution:

WHEREAS, in 1900 Thomas Arkle Clark, then head of the Department of English at the University of Illinois, created the idea of the position of Dean of Men, became the first man to hold the position in our system of higher education, and

WHEREAS, by keen observation, a cordial attitude and a scholarly study of his work and by his writings he has set an example in his pioneer position such as to establish the position of Dean of Men until it is a regular office in nearly every leading college or university in America, and

WHEREAS, because of his long, faithful and efficient service he has become well deserving of the unofficial title, "Dean of Deans of Men," which has been affectionately bestowed upon him, and

WHEREAS, his love of youth and his service to humanity have not ceased with his daily job as Dean, but have extended into the fields of fraternal development where, as Grand Chief of Alpha Tau Omega and an almost continual worker for the Interfraternity Conference, he has, since its inception, performed a signal service and set an admirable example as a fraternity alumnus, therefore

BE IT RESOLVED by the College Fraternity Secretaries' Association that the greetings, congratulations and thanks of the Association at this time be extended to Dean Clark in recognition of his splendid career and magnificent work as an educator and fraternalist who has exerted a noble influence on the young manhood of America.

Dean Sanders: We thank you very much, Mr. McIntosh. Of course the Deans of Men share with you Secretaries in this.

Thereupon the Thirteenth Annual Conference of the Association of Deans of Men was adjourned.

## **APPENDIX**

- A. Roster of those in attendance.
- B. Roster of ladies group.
- C. Roster of Fraternity Secretaries group.
- D. Summary of previous meetings.
- E. Financial statement.

# APPENDIX A

## Official Roster of Attendance

NAME	TITLE	INSTITUTION
Alderman, W. E.	Dean of Men	Beloit
Armstrong, J. W.	Dean of Men	Northwestern
Arnold, S. T.	Dean of Undergrads.	Brown
Beaty, R. C.	Asst. Dean of Men	Florida
Blayney, Lindsey	Dean of Coll.	Carleton
Bostwick, J. L.	Grad Fellow in Off. of D. of M.	Minnesota
Bosworth, E. F.	Dean of Men	Oberlin
Bursley, J. A.	Dean of Students	Michigan
Bursley, P. E.	Counselor for Men Students	Michigan
Carr, I. N.	Dean	Mars Hill
Cate, A. E.	Dean	Carson-Newman
Clark, Thos. Arkle	Dean of Men	Illinois
Clothier, Robt. C.	Dean of Men	Pittsburgh
Cloyd, E. L.	Dean of Students	North Carolina State
Corbett, L. S.	Dean of Men	Maine
Coulter, Stanley	Dean of Men Emeritus	Purdue
Culver, Geo. B.	Dean of Men	Stanford
Dirks, Louis H.	Dean of Men	DePauw
Duerr, Alvin E.	Pres. Interfraternity Con.	
Edmondson, C. E.	Dean of Men	Indiana
Eriksen, E. R.	Student Financial Adviser	Minnesota
Ficken, C. E.	Dean of Men	Macalester
Feld, Floyd	Dean of Men	Georgia Tech.
Findlay, Jas. F.	Dean of Men	Oklahoma
Fisher, M. L.	Dean of Men	Purdue
Gardner, D. H.	Dean of Men	Akron
Graber, M. E.	Dean of Men	Morningside
Greenleaf, W. J.	Spec. Higher Education	U. S. Office of Education
Heckel, Albert K.	Dean of Men	Missouri
Higley, L. Allen	Dean of Men	Wheaton
Hopkins, L. B.	President	Wabash
Howell, Geo. D.	Dean of Men	Maryville
Johnston, John R.	Dean of Men	Ohio
Johnson, S. Arthur	Dean of Men	Col. Ag.
Julian, J. H.	Dean of Student Affairs	South Dakota
Lancaster, Dabney S.	Dean of Men	Alabama
Lee, R. M.	Asst. Dean	Mars Hill
Lobdell, H. E.	Dean	Mass. Inst. of Technology
Lovitt, W. V.	Dean of Men	Colorado
McCreery, Otis C.	Asst. Dean of Stud. Affairs	Minnesota
Massey, F. M.	Dean of Men	Tennessee
Melcher, C. R.	Dean of Men	Kentucky
Metzger, Fraser	Dean of Men	Rutgers
Miley, H. Artis	Chm. of Faculty	Lincoln Memorial
Miller, J. E.	Dean of Men	Montana
Miller, J. Hillis	Dean of Freshmen	Bucknell
Miller, W. E.	Dean	Tennessee Wesleyan
Moore, V. I.	Dean of Student Life	Texas
Morgan, H. A.	President	Tennessee
Newman, J. H.	Union Director	Alabama
Nicholson, E. E.	Dean of Student Affairs	Minnesota
Nowotny, Arno	Asst. Dean of Men	Texas
Park, J. A.	Dean of Men	Ohio State
Patton, Leslie K.	Asst. Dean of Men	Emory
Pearson, Carl L.		Northwestern
Phipps, C. R.	Dean of Men	Kans. State Teachers
Powell, P. L.	Dean	Franklin
Rasmussen, Paul A.	Dean of Men	Concordia
Rea, W. B.	Asst. to Dean of Students	Michigan

# APPENDIX A—(Continued)

Reed, L. I.	Dean of Men	Iowa State Teachers
Rhind, D. L.	Asst. Bursar	M. I. T.
Rienow, Robert	Dean of Men	Iowa
Rivenburg, R. H.	Dean	Bucknell
Robinson, J. M.	Chm. Fac. Frat. Committee	Alabama Poly
Rollins, J. L.	Asst. Dean of Men	Northwestern
Sanders, W. L.	Dean of Men	Ohio Wesleyan
Sarratt, C. M.	Dean of Men	Vanderbilt
Schultz, J. R.	Dean of Men	Allegheny
Smith, G. Herbert	Asst. Dean of Men	Illinois
Smith, Maxwell A.	Dean	Chattanooga
Speck, H. E.	Dean of Students	Texas State Teachers
Staples, Thos. E.	Dean	Hendrix
Stephens, Geo. W.	Dean of Students	Washington
Stratton, Leo D.	Dean of Men	Drexel Institute
Thompson, J. Jorgen	Dean of Men	St. Olaf
Thompson, Lorin A.	Asst. Prof. of Psychology	Ohio Wesleyan
Tolbert, B. A.	Dean of Students	Florida
Trautman, W. D.	Dean	Western Reserve
Vance, J. Milton	Dean of Men	Wooster
Wahr, F. B.	Asst. Dean of Students	Michigan
Williams, Vernon	Traveling Sec'y Sigma Nu Frat.	
Witherington, A. M.	Dean of Men	Carson Newman
Wood, Frederick	Dean of Men	Hamline

reading he knew what was the right course in such cases, and he called for case-knives. 'It doesn't make no difference,' said Tom, 'how foolish it is, it's the right way and it's the regular way. And there ain't no other way that I ever heard of, and I've read all the books that gives any information about these things. They always dig out with a case-knife.' So in deference to the books and to the proprieties the boys set to work with case-knives. But after they had dug t'ill nearly midnight and they were tired and their hands were blistered and they had made little progress, a light came into Tom's legal mind. He dropped his knife and, turning to Huck, said firmly "Gimme a case-knife.' Let Huck tell the rest:

'He had his own by him, but I handed him mine. He flung it down and says, "Gimme a case-knife."

'I didn't know just what to do—but then I thought. I scratched around amongst the old tools and got a pick-ax and gave it to him, and he took it and went to work without a word.

'He was always just that particular. Full of principle.'

"Tom Sawyer had made over again one of the earliest discoveries of the law. When legislation or tradition prescribed case-knives for tasks for which pick-axes were better adapted, it seemed better to our forefathers, after a little vain effort with case-knives, to adhere to principle—but to use the pick-ax. They granted that law ought not change. Changes in law were full of danger. But, on the other hand, it was highly inconvenient to use case-knives. And so the law has always managed to get a pick-ax in its hands, though it steadfastly demanded a case-knife and to wield it in the virtuous belief that it was the approved instrument."

We, too, can "stick to principle" as long as we wish. We may use alumni wherever available. We may use professional tutors when we have enough money. We can get results from our own upperclassmen if we have interest enough to get together and furnish them with a leader.

When Dan Grant said, "Gimme a preceptor," he didn't care so much whether he was young, old, or "indifferent," he wanted a man who could do the work. It is up to us to get the work done. There are those who will say we are paternalistic and that we cannot change the stream of youth and life. May I remind them that:

"Some ships sail East and some sail West  
By the self-same winds that blow,  
'Tis the set of the sails and not the gales,  
That determine which way they go."

"I do not know any more than you do just what that 'eternal purpose' is of which Tennyson speaks as running through all the ages; but I do know there is some force we cannot counteract or overcome that is carrying the human race forward. We cannot create the cur-

rents of the mind, nor can we unmake them. But we can set the sails and hold the wheel. We can shovel coal.

And now, gentlemen, at the risk of a laugh, let me remind you that "footprints on the sands of time" are not made by sitting down.

Dean Bursley: It is hoped in some schools, at least, if not in a majority of them that the fraternities may have a preceptor selected by the college, whose work may be directed by some personal agency, whether the Dean of Men or his assistant, or somebody selected by the faculty and directed by the dean. Dean Rienow has had considerable experience in his colleges with preceptors. I would like to ask Dean Rienow to say a few words about his experience.

Dean Rienow addressed the Association as follows:

## Fraternity Reorganization

Dean Robert Rienow, University of Iowa

I have listened with a great deal of interest to the papers just read by Dean Floyd and by Mr. Williams and I welcome this opportunity to discuss with you for a few moments the problem of fraternities and fraternity scholarship.

In these closing hours of this meeting of Deans of Men, I feel almost like making a motion to the effect that we shall place an embargo on the introduction of any papers or discussions relative to fraternities or discipline for the next five years. Not that I under-estimate the importance of these two problems but that I feel that we have over-estimated the place they occupy on our program and in our administrative machinery.

The problem of fraternities, fraternity men and fraternity scholarship and fraternity conduct has been thrown so largely into the lime-light of college affairs that we are led to think that it is a separate and distinct problem of itself, whereas, it is only a part of the big problem of college and university administration. Fraternity men are not different from other college men. The problem of fraternity housing is closely related to the housing problem as a whole in the universities and colleges. We are interested in the product turned out by our institutions of higher learning and so we are interested in fraternities only as they affect and influence this product.

If they have reached the point of major importance on college and university campuses; if there is a feeling that they are particularly objectionable; that they lack ideals of scholarship, that they are undermining standards of conduct and behavior; that they are unbusinesslike, extravagant and snobbish, let us not forget that these defects have pretty largely grown up because of the neglect of these organizations by the universities and colleges that have for a hundred years permitted, tolerated and in some cases, fostered and encouraged them.

Fraternities always have been and always will be an integral part of university and college life. As some one has said "A Greek letter fraternity outside of an educational institution is an unthinkable thing."

## **APPENDIX B**

### **Roster of Ladies' Group**

Mrs. C. R. Phipps, Emporia, Kans.  
Mrs. Joe Park, Columbus, Ohio.  
Mrs. Arno Nowotny, Austin, Texas.  
Mrs. G. W. Stephens, St. Louis, Mo.  
Mrs. Louis Dirks, Greencastle, Ind.  
Miss Oveta Phipps, Emporia, Kans.  
Mrs. J. R. Schultz, Meadville, Pa.  
Mrs. V. I. Moore, Austin, Texas.  
Mrs. H. E. Speck, San Marcos, Texas.  
Mrs. Floyd Field, Atlanta, Ga.  
Mrs. C. R. Melcher, Lexington, Ky.  
Mrs. Edward Bosworth, Oberlin, Ohio.  
Mrs. Frazier Metzger, Brunswick, N. J.  
Mrs. Dabney Lancaster, Tuscaloosa, Ala.  
Mrs. W. D. Trautman, Cleveland, Ohio.  
Mrs. L. S. Corbett, Orono, Me.  
Mrs. Romaine Rivenburg, Lewisburg, Pa.  
Mrs. P. L. Powell, Franklin, Ind.  
Mrs. F. M. Massey, Knoxville, Tenn.  
Mrs. C. E. Edmondson, Bloomington, Ind.  
Mrs. H. K. Taylor, Dallas, Texas.  
Mrs. W. L. Sanders, Delaware, Ohio.  
Mrs. Hatfield, Bloomington, Ind.  
Miss Hatfield, Bloomington, Ind.  
Mrs. W. E. Miller, Athens, Tenn.  
Mrs. J. M. Vance, Wooster, Ohio.  
Dean Greve, Knoxville, Tenn.  
Mrs. Greve, Knoxville, Tenn.



## APPENDIX C

### COLLEGE FRATERNITY SECRETARIES ASSOCIATION

Attendance at First Meeting, Gatlinburg and Knoxville, Tenn.

April 17 and 18, 1931

Wilbur M. Walden, Secretary-Treasurer, Alpha Chi Rho.  
 Richard L. Duncan, Grand Scribe, Beta Kappa Fraternity.  
 Bruce H. McIntosh, Administrative Secretary, Lambda Chi Alpha.  
 Arthur R. Priest, Executive Secretary, Phi Delta Theta.  
 Robert H. Hoge, Executive Secretary, Theta Chi.  
 Myron T. Nailling, Traveling Secretary, Phi Kappa Sigma.  
 Arthur G. Freeland, Executive Secretary, Delta Phi.  
 J. Kirk Powers, Former Secretary of Pi Kappa Alpha.  
 Alvan E. Duerr, Delta Tau Delta, President of the National Interfraternity Conference.  
 Donald F. Lybarger, Executive Secretary, Theta Kappa Nu.  
 Willard B. Hopper, National Secretary, Sigma Delta Rho.  
 Harold P. Davidson, Executive Secretary, Theta Xi.  
 Arnold C. Van Zandt, Secretary-Treasurer, Phi Pi Phi.  
 Stewart D. Daniels, Executive Secretary, Alpha Tau Omega.  
 J. N. Danehower, Executive Secretary, Theta Nu Omega.  
 Richard J. Young, Executive Secretary, Phi Kappa Tau.  
 Vernon L. Williams, General Secretary, Sigma Nu.  
 Donald R. Metzger, National Traveling Secretary, Theta Kappa Phi.  
 Elmer A. Glenn, Executive Secretary, Delta Upsilon.

## APPENDIX D

### SUMMARY OF PREVIOUS MEETINGS

The first two meetings were held in 1919 and 1920 and resulted from the initiative of several deans in the Middle West. The conferences were informal and no publication was made of the minutes.

Meeting	Present	Place	President	Secretary†
3rd	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4th	20	Lexington, Ky.	E. E. Nicholson	S. H. Goodnight
5th	17	Lafayette, Ind.	Stanley Coulter	E. E. Nicholson
6th	29	Ann Arbor, Mich.	J. A. Bursley	E. E. Nicholson
7th	31	Chapel Hill, N. C.	Robert Reinow	F. F. Bradshaw
8th	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9th	43	Atlanta, Ga.	Floyd Field	F. F. Bradshaw
10th	50	Boulder, Colo.	S. H. Goodnight	F. M. Dawson
11th	75	Washington, D. C.	G. B. Culver	V. I. Moore
12th	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13th	83	Knoxville, Tenn.	W. L. Sanders	V. I. Moore

The next meeting will be held at Los Angeles, Calif., in July of 1932. Notification will be sent all Deans of Men early in the spring indicating the exact date of the conference.

## APPENDIX E

### FINANCIAL STATEMENT OF THE TREASURER

#### Receipts:

Balance on hand May 1, 1930 .....	\$ 432.50
1930 dues (76 members @ \$10.00) .....	760.00
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Total Receipts .....	\$1,192.50

#### Disbursements: (General)

Expense of J. W. Armstrong, President 1929-30 for telegrams, telephones, and postage .....	\$ 61.78
Expense of G. E. Ripley for display of architectural plans .....	24.93
Expense of Howard Fowler, photographer at Fayetteville .....	6.00
Services of Mamie Tollett stenographer .....	40.00
Stenographic work incident to publication of minutes .....	16.00
Express .....	4.60
Printing .....	347.94
Postage, telephone, and telegrams .....	65.38
Traveling expense of W. L. Sanders, President 1930-31 .....	80.74
Expense and honorarian of Speakers at Knoxville .....	211.62
Expense F. M. Massey, Vice President 1930-31 .....	17.50
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Total Disbursements .....	\$ 876.49

BALANCE CARRIED FORWARD ..... \$ 316.01